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The proceedings of the seventh regional conference on special education include addresses on conference plans, proposals, and trends in special education as well as the role of the Bureau of Education for the Handicapped. Discussion groups identified 21 problems which hinder special education programs and services and proposed solutions to 12 high priority problems: communication, preschool services, preservice preparation of personnel, inservice programs, recruitment of personnel, evaluation, research, diagnosis and identification, educational objectives, physical facilities, continuity of services, and culturally disadvantaged children. The roster of conference participants and publicity used are included. (SN)

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- *Final Report* - PA-40

REGIONAL CONFERENCE
ON
SPECIAL EDUCATION

Sponsored by
Bureau of Education for
the Handicapped
U.S. Office of Education

Hosted by
University of Pittsburgh
Program of
Special Education and Rehabilitation

Hotel Webster Hall
Pittsburgh, Pennsylvania
June 20 and 21, 1968

EC003 374E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Final Report

Regional Conference on Special Education

University of Pittsburgh
Program of Special Education and Rehabilitation
and
Bureau of Education for the Handicapped

Pittsburgh, Pennsylvania
June 20 and 21, 1968

Paul H. Voelker, Conference Director
Hester C. Burbridge, Assistant Conference Director

Contract Number
OEG-0-8-080804-4351 (032)
June 20 - August 20, 1968

ACKNOWLEDGMENTS

The Directors of the Seventh Regional Conference on Special Education were particularly fortunate in the fine response and help which they received from many people. We are pleased to have this opportunity of expressing our sincere appreciation to those who made major contributions to this successful project.

We would like particularly to thank Dr. Gallagher and his staff for their support and guidance on many matters which helped to keep the "ship on course."

We are especially grateful to Dr. Paul H. Masoner, Dean of the School of Education and Dr. Jack W. Birch, Associate Dean and member of the SE&R faculty, for their scholarly presentations at the first general session.

We wish to express our appreciation to the School of Education for sponsoring the Informal Reception on Wednesday evening.

The assistance throughout the Conference given by the Special Education and Rehabilitation faculty and their secretaries was greatly appreciated.

Those who served as chairmen of the discussion groups deserve particular mention for their professional contributions. We are indeed grateful to Jean Hebeler, Ralph Peabody, Elinor H. Long, Robert Smith, James T. Micklem, and Allen Blumberg.

The recorders, selected graduate students of the Program at the University of Pittsburgh, spent many hours in taking minutes of the discussion groups and preparing reports of the meetings. We wish to thank and compliment them on their excellent contributions. Employers of special education personnel may wish to note their names: Bernard Greenberger, Jane Zykowski, Hugh Woods, Janet Klineman, Lawrence O'Neil, Louis Mazzoli, and Anna Marie Scalzitti.

We are particularly grateful to Mr. Lee Ross whose guidance and direction in planning the Conference and assistance in editing portions of this report were most helpful.

We were fortunate in having the services of Mr. Irving Gordon, graduate student assistant for the Program, who handled many of the details of the Conference in an exemplary fashion. Considerable praise is due Mary Yost, conference secretary, whose secretarial skills provided an even flow of correspondence, reports, and details of various office procedures.

Without the assistance of the state directors of special education and others it would have been impossible to select the participants of the Conference. Their time and efforts are deeply appreciated.

The Conference Directors were given considerable insight into the management of the Conference through their attendance at the Denver and Chicago Conferences. We wish to extend our very deep appreciation to Dr. Tony Vaughn and Dr. Robert Henderson for inviting us to attend these conferences as observers and for the excellent advise they provided.

Others who deserve special mention for their assistance are: Mrs. Florence Rittinger, Hotel Webster Hall and Miss Barbara Paull of the News and Publications Department of the University.

To all those who attended, our special thanks for coming to the University of Pittsburgh. We enjoyed having you as our guests and hope you will visit us again soon.

Paul H. Voelker - Conference Director
Hester C. Burbridge - Assistant
Conference Director

August, 1968

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INTRODUCTION

The University of Pittsburgh's Program in Special Education served as host at a Regional Conference on Special Education in cooperation with the Bureau for the Education of the Handicapped, United States Office of Education, Washington, D. C. This Conference was held at the Hotel Webster Hall, Pittsburgh, Pennsylvania, on June 19-21, 1968. Ninety-five leaders in special education and allied fields representing universities and colleges, state departments of special education, directors of special education in local school systems, and others from allied professions participated in the Conference. The states included in the Conference were Delaware, Maryland, New Jersey, Pennsylvania, Virginia, and West Virginia. Members of the Bureau for the Education of the Handicapped also attended. The objectives of the Conference, which was the seventh one held in various sections of the United States, were as follows:

1. To establish priorities and goals for programs relating to the education of handicapped children.
2. To develop an understanding of the nature of the problems relating to the education of the handicapped.
3. To examine the role of the Bureau of Education for the Handicapped in attempting to reach the goals and objectives.
4. To establish a framework of communication between the Bureau and the field to best serve the needs of the handicapped children.

PLANNING PROCEDURES

A letter was sent to the Director of Special Education in each of the six State Departments of Public Instruction requesting recommendations for outstanding special educators and others to be invited to attend the Conference.

A letter of invitation was mailed to each prospective participant. A confirmation card and hotel reservation card were enclosed. To those individuals who returned the confirmation card indicating that they would attend the Conference, a second letter was sent. This letter contained information regarding the program and procedures for reimbursement for expenses.

The Conference program included a combination of general sessions and small discussion groups. The major emphasis was placed on the discussion groups since the intent of the Conference was to obtain suggestions and recommendations from the invited participants.

There were six discussion groups. An attempt was made to assign individuals to each group with different professional interests. In so far as was possible participants in each group represented Federal, State, Local, University personnel in special education and allied professions from the six states included in the Conference.

A chairman and recorder for each group were selected in advance of the Conference. An effort was made to invite one person from each state to serve as chairman. In some instances, however, this was not possible.

A meeting was held on Wednesday evening, June 19, with the Chairmen and recorders for the purpose of providing guidelines for the discussion groups. The Conference Director, Assistant Director, the Director of the Bureau for the Handicapped, and two of his Administrators shared in providing instruction.

The recorders were graduate students in Special Education at the University of Pittsburgh. They had received previous instruction from the Conference Director and Assistant Director in order that some uniformity in recording could be assured.

During the first session of the Conference on Thursday morning, the purpose of the Conference was outlined by the Associate Commissioner, Bureau for the Education of the Handicapped, which set the tone for the discussion groups.

At the close of the first day meeting, the Conference Director and Assistant Director met with the Chairmen and Recorders to determine the problems which had been presented in each group. A total of twenty-one problems were identified. The list of problems was duplicated and distributed to the discussion groups Friday morning. Each group was requested to select, on the basis of priority, five problems for which they could suggest solutions.

After the Conference, the recorders prepared relevant information from their notes of the meetings held on Thursday and Friday and made it available to the Conference Director. A summary of the group discussions was prepared by the Director and Assistant Director which is included in this report.

PUBLICITY

The Division of News and Publication at the University of Pittsburgh cooperated in the development of a publicity program which included news releases to the Pittsburgh Newspapers and to the newspapers located in the various communities in which conference participants lived. Educational editors and some feature writers of the Pittsburgh Newspapers were interviewed and invited to attend the conference. With the assistance of the Director of Information and Reports Staff from the Bureau for the Education of the Handicapped, Press and Radio interviews were arranged to include the associate commissioner and Director of the Conference. A T.V. interview could not be arranged due to the limited time schedule.

Some examples of the newspaper publicity are included in this report. (See appendix).

PROGRAM

Wednesday, June 19, 1968

5:00-8:00 P.M.	Registration - Lobby
8:00-10:00 P.M.	Informal Reception - Terrace Room Courtesy of University of Pittsburgh

Thursday, June 20, 1968

8:15-9:00 A.M.	Registration - Lobby

First General Session - Georgian Room

9:00 A.M.	The Conference Plan Paul H. Voelker - Chairman Program of Special Education and Rehabilitation Conference Director
	Welcome Paul H. Masoner Dean of the School of Education University of Pittsburgh
	Address -"Straws in the Wind." Jack W. Birch Associate Dean, School of Education University of Pittsburgh
	Purpose of the Conference James J. Gallagher - Associate Commissioner Bureau of Education for the Handicapped United States Office of Education
10:30 A.M.	Coffee Break - Peacock Lounge
10:50 A.M.	Small Group Discussions Identification of Significant Problems
12:15 P.M.	Luncheon - Georgian Room

PROGRAM (CONT.)

Afternoon Session

Second General Session - Terrace Room

1:15 P.M.	The Role of the Bureau of Education for the Handicapped, U.S.O.E. James J. Gallagher and Staff
2:15 P.M.	Coffee Break - Peacock Lounge
2:30 P.M.	Continuation of Small Group Discussions
5:00 P.M.	Tour of Nationality Rooms in Cathedral of Learning (Reservations, Thursday, A.M., Registration Desk)

Friday, June 21, 1968

Third General Session - Terrace Room

9:00 A.M.	Plans for the Day Hester C. Burbridge Assistant Conference Director
9:30 A.M.	Coffee Break - Peacock Lounge
9:45 A.M.	Small Group Discussions Proposed Solutions to Significant Problems
11:45 A.M.	Luncheon - Terrace Room

Afternoon Session

1:00 P.M.	Continuation of Small Group Discussions
3:00 P.M.	Dismissal
3:00 P.M.	Coffee - Peacock Lounge

Proceedings
of
First General Session

Paul H. Voelker
Conference Director

Good morning. I am very pleased to have the opportunity of welcoming all of you to the seventh Regional Conference on Special Education sponsored by the Bureau of Education for the Handicapped and, in this instance, hosted by the University of Pittsburgh.

I think we have arranged a program that is going to be both professionally enjoyable and, I hope, in other respects one that you will long remember.

In our session this morning, we are going to have several people talk and our first speaker will be Dr. Paul H. Masoner, Dean of the School of Education, University of Pittsburgh.

Dean Masoner has always been most supportive of the Program of Special Education and Rehabilitation. In fact, I have heard him say on many occasions that if he had his career to start again, he would probably go into Special Education.

I am pleased to present to you Dr. Paul H. Masoner, Dean of the School of Education.

Paul H. Masoner
School of Education

I am pleased to welcome you to this conference. I am pleased that the University of Pittsburgh has been able to be the host institution for what I believe is a Six-State Regional Institutional Conference sponsored by the Bureau for the Education of the Handicapped.

We want to welcome Jim Gallagher and his colleagues here and express to them our appreciation for this opportunity and also for their presence and contributions to the program.

This conference I know will be an important one to all of you, because it brings together some 100 or more important people in the field of special education and because it will give you an opportunity to review some of the problems, some of the issues, some of the critical needs that are facing--- I was going to say all of us, but really, I should say facing the nation; and through our discussions, through the interchange of ideas, to resolve more effectively than has been possible in the past. I hope that your stay in Pittsburgh will be not only a profitable one, but a very pleasant one.

In closing, may I again extend a very sincere and hearty welcome to all our friends. We are delighted to have you here. I know you will have a good conference. Thank you for coming.

Paul H. Voelker

Our next speaker is a person who is well-known throughout the country in the area of special education. Dr. Jack W. Birch is presently the Associate Dean of the School of Education and a member of the faculty of the Program on Special Education and Rehabilitation.

Dr. Birch started his professional career in 1937 when he was a teacher of mentally retarded boys and girls. He then became a psychologist and served as a supervisor in one of the County programs in the Commonwealth of Pennsylvania. He spent ten years, starting in 1948, as Director of Special Education for the Pittsburgh Public Schools.

When the people at the University of Pittsburgh were looking for somebody to organize a program of special education at the University, they found this man right at their doorstep and Dr. Birch was assigned as chairman of the Program of Special Education and Rehabilitation, starting in 1958.

Dr. Birch is a member of many important organizations and has contributed widely to professional literature in many areas of exceptionality. I am pleased to present to you the Associate Dean, Dr. Jack W. Birch.

"Straws In The Wind"

Jack W. Birch
Associate Dean
School of Education
University of Pittsburgh

Years ago farmers planted by hand, broadcasting seed as they walked across the fields. Before starting to sow, each farmer would throw a few straws into the air, watching the direction they were carried by the breeze. Depending on the force and direction of the moving air, the farmer decided which direction to walk and how high and where to toss the seed, so as to make maximum use of the prevailing winds to help him in his work. Some say that practice is the source of the figure of speech, "Watching the straws in the wind."

With respect to special education I have been trying to guage the future by watching what I believe are some indices, by watching some indices which could very well be straws in the wind. I believe special education is very strongly influenced by the mainstream of education. Therefore, the indicators I will refer to come mainly from the mainstream, though not entirely.

My organization of what I have to say today is topical, rather than logical. The future, of course, can't be expected to be any more logical than is the present. Only the past is logical and that is because it is defenseless against historians, ex post facto researchers, and other less sophisticated tinkerers who rearrange the realities of yesterday to justify their good fortune, hide their mistakes, or verify their biases.

I will present four major trends and several minor ones. Of the major ones, first is the new focus on early childhood education. Second is what I will call new procedures for teaching children. Third is the coming revolution in teacher preparation and the fourth is the managed modification of human learning capacity. The several minor trends will be mentioned after those four major ones.

To begin, early childhood education is too important to be left to day care centers that reward the passive, uncurious child. (1) U.S. Commissioner of Education Harold Howe, II, told elementary school principals in Houston, Texas, recently that we should use new welfare money from Social Security Act amendments or Elementary and Secondary Education Act funds to make day-care centers early education centers. He also predicts the early development of federally-sponsored day-care centers which may be adjuncts of the elementary school, and says schools should move now to train teachers and teacher-aids for four and five-year old pupils.

Another item: (2) Urging the nation to be prepared to undertake a voluntary, universal pre-school program for all its children when the Vietnam War is over, Senator Charles H. Percy has asked HEW Secretary Wilbur Cohen to establish a Division of Early Education in USOE. In a letter to Mr. Cohen, the Senator said the division would serve to draw needed attention to that long neglected area of education through new studies and research of pre-school education.

In the same direction, (3) the Learning Institute of North Carolina has established a pre-school demonstration center in Greensboro. Assistance will be available to approximately 3,000 pre-school programs in North Carolina. Information will be disseminated by the use of a mobile van that will carry equipment and curricular materials to pre-school sites and kindergartens. Also, plans are underway to train 300 teachers annually in the demonstration center.

The Southeastern Education Laboratory (4) Pre-School Instruction for Isolated Children Program is being implemented in three rural areas of the southeast in cooperation with the Office of Economic Opportunity and local school systems. The program represents an adaptation of the Children's Caravan Program, which redesigned used school buses to serve as mobile theaters for the presentation of audio-visual and other materials as enrichment to learning. Each traveling unit was equipped to establish communication with culturally and/or geographically isolated groups, exposing them to other people, places, and ways of life through audio-visual media.

An additional item (5) Wilbur J. Cohen, Secretary of Health, Education, and Welfare is credited with guiding the Elementary and Secondary

Education Act through Congress. His philosophy: The greatest thing the Federal Government can do "is invest in the training of people."

He gives priority to Federal aid for disadvantaged students and believes that ESEA Title I funds should be tripled. At the press conference following his nomination, Cohen also went on record as favoring pre-school education, bilingual education, adult basic education, improved vocational education and increasing the Teachers Corps program.

Two experimental "mini-schools" for children as young as two years old are expected to open in rehabilitated slum area buildings in New York City this fall. (6) The schools, serving square-block areas, will concentrate on developing speaking ability among poverty children. The schools may be a model for a broad scale pre-kindergarten program for two to four year olds.

Another item: (7) Free public education for all three and four year olds whose parents want them to attend is the goal of the New York State Board of Regents; as expressed in a position paper titled Pre-Kindergarten Education. The Regents have suggested for the consideration of the public and the legislature a long-range plan for establishing a state-wide pre-kindergarten program based on all costs necessary to provide peak-quality experiences including funds for construction, equipment and operations.

Further, (8) more federally related day-care centers will be the outcome of the transfer of Jule M. Sugarman, Associate Director of Head Start since its inception, to the Department of Health, Education, and Welfare. As the new associate chief of HEW's Children's Bureau, he will be charged with transforming day-care centers from a babysitting service into real educational facilities. He will also coordinate the development of federal policies on pre-school education and day-care centers.

Thelma G. Thurstone of the University of North Carolina said recently, (9) "I have one comment about the education of gifted children which I feel strongly about. It is that we have recognized the need for good training in early childhood for disadvantaged children. I am sure that we should emphasize, as well, the early development of giftedness."

Edward Frierson of Peabody College said, (10) "The most revolutionary work in education is now occurring at the infant and pre-school level. An unnoticed effort is being obscured by the popular emphasis on disadvantaged and remedial learning among the very young. This little realized effort is the attempt to determine the potential and ideal training of the 'maxi-child.' What would happen if systematic stimulation of the infants were to insure maximum sensory, neurological conceptual development? The rationale lying behind the teaching of reading to infants is just such a revolutionary idea."

Dr. Nila Banton Smith, respected leader for many years in the teaching of reading, recently told her colleagues (11) that in the next decade or a little more nursery schools will probably be provided in all schools for three and four year old children.

Such statements are more than enough to convince me that early childhood education and even very early childhood education will be the next great move in free, public education in the United States. However, special education in many, if not most, school systems still waits until pupils are identified by failure in the beginning regular grades. With few exceptions, early childhood special education is an uncharted land currently attracting only occasional, sporadic exploration. Yet the exploitation of the emerging trend toward early childhood education for all children could, by developments in that childhood period, bring favorable changes in all the other years of special education as we know it today.

What of new procedures for teaching children? That is a question being asked by the Long-Range Planning Committee of the International Reading Association. A recent memo (12) to members of that committee gave some possible answers. Among them: "An avalanche of new soft-wear reading material for use in teaching reading will have been developed by 1980. Some of it will be good, some bad. Much of it will be prepared for use in individual instruction. Much of the basic reading instruction will be administered by computer using program materials. Several experiments are already underway in which computers are used in teaching reading at all levels."

A second medium of instruction will be television. Programs designed to teach reading will be broadcast in schools and homes.

Most schools will be entirely ungraded. Needs for meeting diversity of pupil qualifications for learning to read still will be acute.

John Curtis Gowan of San Fernando Valley State College said, (13) "The development of creativity-stimulating curriculum innovations when tied into individualized pupil improvement programs via computer, will accomplish in a systematic manner what we now do haphazardly. Side-by-side with this curriculum advance there will be developed a science of individualized guidance for these children based on developmental principles, but with far greater understanding of their specific needs and far more support necessary for the outstanding mental health which they must have."

Another item: (14) A rural renaissance is taking place in small schools in five western states. The schools once had limited facilities and programs. They now have flexible scheduling, multiple classes, programmed self-instruction devices and text, films, television and seminars. The renaissance came about when the states---Arizona, New Mexico, Colorado, Nevada, and Utah---launched the Western States Small Schools Project, a cooperative program to help small schools exchange ideas and materials. The project is funded by the Kettering and Rockefeller Foundations.

Another item: (15) Project Read involves approximately 15,000 children from kindergarten through sixth grade in 30 San Francisco schools. It is hoped they will advance two and one half years in reading in a single year using new programmed-instruction reading materials. The stumbling block for many youngsters is decoding the English language and the Sullivan materials incorporate phonics with a highly motivational method of linguistically decoding the language.

Next, (16) Electronic Futures, Inc., has produced a new multi-media readiness program. The program teaches all basic readiness skills through individual, self-administering tapes and audio flash cards. It includes instructions in audio and visual readiness, directional words, and colors. It is now marketed and in use.

A computer (17) decides what children will learn in a New Mexico experiment. Each day more than 200 children at two Pueblo Vista Elementary schools are tested on a specific subject and their answers fed into a computer. It selects a filmed lesson most suited for the class as a whole, which is shown the next day by closed circuit television.

Since the computer provides a daily report on each student, those with a knowledge of the subject to be taught on any given day can be assigned to another project.

Another item: (18) Multi-media self-instructional systems might improve instruction for high school use in the Northwest's sparsely populated areas. The Northwest Regional Educational Laboratory is now demonstrating such systems in cooperation with five State Departments of Education, colleges, universities, ESEA Title IV project and local school districts.

Field testing is underway in speech, welding, plastics, electricity, electronics, physical science, advanced mathematics and Spanish.

IMP, Immediate Mathematical Probing, is a new machine invented by the Reverend Stanley Bezuszka, Director of the Mathematics Institute at Boston College. (19) With it pupils dial their answers on desk sets which flash on a master control panel in front of the teacher. The IMP provides a check on the effectiveness of the teacher's explanations and allows for constant communication between teacher and pupils. It is designed for use in grades one to four.

Patents have been granted (20) for Write and See, a method of teaching handwriting developed by a Harvard Professor of Psychology, Dr. Burrhus F. Skinner. The series of pamphlet bound books, with special pens, is designed to let the child know at once whether he is putting the right marks on paper. Each student receives a picture of what he is to fill in or copy. The proper shape of the letter or figure is printed in a special invisible ink, so that correct marks on it appear in gray, but incorrect marks show up in yellow.

The books for grades one through six have been published and are available by Lyons and Carnahan, Inc., Chicago.

Perhaps like you, I spend on an average about one day each week working with teachers and supervisors in public and private schools, getting into schools and classrooms of all kinds. I noticed that special educators are often unaware of new procedures for teaching children, procedures already in use in regular grades. In special education programs I see many classes being conducted with limited, primitive approaches to the individualization of teaching with which I was prepared more than 30 years ago. From what was a leadership position, has special education fallen behind? Are we failing, so far, to use or adapt the highly sophisticated procedures developed by our colleagues working with normal children? I fear that I detect some of that as I review trends.

What of the third trend, which I referred to as the coming revolution in teacher preparation? In many ways it is the most exciting of all for me, for that is the field in which I am chiefly engaged.

Again, I will remind you that my remarks will be drawn from what is happening in the mainstream of education and I will leave it to you to consider their relevance to special education.

Nine institutions (21) have been selected by the USOE to carry out the first stage of a new, six-year effort to upgrade the training of teachers. The institutions are to plan and design model programs incorporating new techniques for training pre-school and elementary school teachers. The model programs are expected to be completed this year. One of the institutions is the University of Pittsburgh. The models, hopefully, will incorporate what has been learned in the distant past as well as what has been discovered in recent times. They should be completed, in plan form, by the end of October, 1968. Millions of dollars will then be spent on implementing the models. Will special education be involved? Is it involved now in this significant effort sponsored by the USOE Bureau of Research?

Some elements in the new models may be those to be briefly noted in what follows.

One is pacing or permitting college students to progress at their own speed. (22) This results in the completion of a typical four-year slate of courses in two and one half years to five years for students at Pfeiffer College in North Carolina. According to President Lemuel Stokes the Pfeiffer experiment works like graduate school brought down to the undergraduate level.

A Hunter College tutoring program (23) involves 30 of the college's prospective teachers and 62 pupils at PS 158 in New York. The college juniors tutor fifth and sixth graders, who, in turn, tutor second and third graders.

The participating classroom teacher has assistance in dealing with individual pupils' learning problems. The college student preparing to be a teacher is able to test instructional theories and techniques and measure his ability against one child's progress. The fifth and sixth grader is first helped with his own learning problems by the college student. Then he reinforces what he has learned by helping younger children, who often have similar difficulties.

At Berkeley (24) the mathematical tables are being turned by 14 year old "professors" teaching the student teachers. This unique operation is a spin-off of an experimental program launched in the Oakland and Berkeley public schools. The "professors" are ninth grade students who began teaching math to seventh and eighth grade classes in their own school and then moved into the third grade at a nearby elementary school. They are now demonstrating their techniques to future math teachers enrolled at UCB. The UCB experiment seeks to learn whether 14 year olds can teach university students whose ages range from 18 to middle age. The tentative conclusion: Yes. Not only can they teach the subject matter, but the boys and girls provide fresh insight about techniques, about a real classroom situation which the UCB graduates will face in their own careers.

Hiring teachers for twelve months (25) has been adopted by the Oil City (Pa.) Area School District near here and is being tried in Franklin, Wisconsin. The teachers will receive one month of vacation. During the summer they will attend graduate level courses and workshops, teach summer school, work in the school system's recreational program, or participate in curriculum planning.

In another part of the country (26) a self-contained package of inservice training material, said to improve a teacher's classroom performance in just four days, has been developed by the Far West Laboratory for Educational Research and Development. It was tested on 48 area teachers before it was adopted.

One key element in the new teacher preparation is individualization of instruction---actually, rather than the token or lip-service of today, where the principle of individualization is more honored in the breech than in the observance. Individually prescribed instructions---much of it, I am happy to say, developed in the R & D Center at the University of Pittsburgh---and other formulations for freeing the pupil from the average pace of the group, constitute a major step in teacher training.

A parallel key element is something we all wish we had thought of many years ago: Teaching the teachers by the same procedures they will use in teaching their pupils. Thus, prospective teachers will be prepared through individualized instructions in the schools of the nation.

I teach a course required in the master's degree program here in Special Education and Rehabilitation Counseling. I am attempting to redesign it and employ true individualization. I have not yet fully succeeded. It is very difficult for me to do. But the responses from the students to the individualization I have attained, and my own observations, convince me that it is a problem I should continue to try to solve.

The fourth great trend I will speak about has almost a science fiction quality. I mentioned Dr. David Kretch's work and that of his associates, about five or six years ago in a talk to the Pennsylvania State Association of Parents of Mentally Retarded Children. I was challenged at that time by some of the scientists who were associated with the parents' group and who were in the audience. The chief accusation was that I was unjustifiably raising the hopes of the parents. Well, that was not my intention, nor is it now. But I do believe parents should have hopes and I believe we should, too. I believe it is necessary to give serious and hopeful consideration to such a statement as this, which came from a special education colleague:

(27) "The next series of revolutionary approaches will center on the artificial stimulation of intelligence through intervention via drugs, brainwave modification, high-frequency electric stimulation of the brain, or chemical changes in DNA and RNA cell structure."

And another. (28) An attempt to determine if a drug can improve the learning abilities of mentally retarded children will be made this summer by Dr. James L. McGaugh of the University of California at Irvine. Dr. McGaugh said that the drug has improved the learning abilities of laboratory mice. However, he pointed out that previous attempts to stimulate learning in people with drugs has failed. But many of the world's great achievements were built upon a foundation of spectacular failures, each one of which added to the basic knowledge which made the ultimate success possible.

Testifying before the Government Research Subcommittee of the Senate Government Operations Committee three months ago (29) David Krech predicted that within five to ten years science will be able to exercise a significant degree of control over human intellectual capacity, and cautioned that society must prepare itself for this eventuality while it still has time to institute effective and humane controls. Krech, who many of you know is professor of psychology at the University of California, said, "I foresee the time when we shall have the means and therefore, inevitably, the temptation to manipulate the behavior and the intellectual functioning of all people through environmental and biochemical manipulation of the brain."

This type of control has already been demonstrated with animals, he asserted. Animals "are being dosed with chemicals, they are being subjected to various and strange environmental pressures and they are solving problems and learning and remembering; some doing brilliantly, some stupidly, and all of them according to the design and wishes of their experimental masters."

In his testimony he pointed out three possible models of a "brave new world" with which society may have to contend in the near future.

The "Mark I" model is one in which a combination of drugs and psychological procedures will be used to raise or lower the IQ, memory ability, and learning capacity of any man.

In the second possibility, "Mark II", only the IQ's of the dullards would be raised, since those with higher IQ's would be relatively immune to further improvement.

Finally, "Mark III", the most logical form, a combination of psychology, education and chemistry would be employed to raise verbal abilities, arithmetical reasoning abilities, or artistic abilities at will. He concluded, "To me, in any event, it is clear that some of the possible outcomes of our present brain research can raise problems surpassingly strange in their novelty, bafflingly complex and of serious social import."

If these items sound too far out, try linking them with the following statement published just this month (30) in the Newsletter of the American Education Research Association.

"The Office of Education is taking what may be a big leap into the field of basic educational research. It is doing so by first turning to people who until now have had little or no connection with the educational research community---brain researchers, biologists, chemists, anthropologists, economists and other specialists in the broad areas of physical and behavioral sciences."

An attempt will be made to develop "a strategic approach to basic research in education, relating, for example to learning, memory, and behavior change."

"Here are some of the fields and questions they want to explore: Brain research and molecular biology or genetics, and the implications of research in these fields for education; the critical determinants of behavioral change; the possibilities of altering memory and other elements of the learning process with the use of psychic drugs."

These are serious statements made by serious scientists and other leaders. The statements are extrapolations from solid research programs.

I wonder if it is not time for education to begin to obtain the services of biologists, biochemists and other representatives of the life sciences to supplement to work that psychologists, for example, now do for education. I would hope that such relationships would be direct; the biologist working directly with the educator, rather than be filtered through medicine or other professions.

I would hope that any developments of the kind that I have just described would be viewed as in the domain of education. Do you think that could be managed? Should it be that way? How do you want this trend to develop, if it does develop?

Having spoken to four major trends, I would like now to mention one or two more to which I am giving less time, although not necessarily viewing them as less important.

First, our production, our output and how it compares with education in general may soon be open to public view in ways it has never before.

The National Assessment of Education, which has been mired in controversy since it was first proposed in 1964, is scheduled to become a reality when testing begins in January, 1969. (31) The financing money is budgeted and the administrative group to run the operation has been assigned. According to the U.S. Office of Education two million dollars has been budgeted in fiscal 1969 (beginning this July) for the Research has appointed Herbert Conrad to coordinate the financing with the administrative group, the Exploratory Committee on Assessing the Progress of Education, ECAPE. The purpose of the assessment: to obtain objective information on how much Americans learn both in school and from the many other sources of education opern to them.

The assessment covers ten subject areas and will take three years to complete.

Areas to be covered in the first year are science, writing and citizenship. A trained staff will administer the assessment instruments. In all areas except reading the actual exercises as well as the usual directions will be read to examinees to reduce the effect of reading skill in the non-reading areas. Answers to items requiring long responses may be taped.

Are we ready for participation?

Second among my quickie comments is one on new direction in management. (31) Many schools and colleges are using a problem-solving technique called systems analysis to improve administration, cut-rising expenses and strengthen individualized instruction. A new paperback, published by Odyssey Press of New York City, provides an introduction to the systems approach for the layman. And educators are laymen in this matter. It was written by John Pfeiffer and is called New Look at Education: Systems Analysis in our Schools and Colleges. It is based on a nationwide study of applications of systems analysis.

A very significant document from the United States Office of Education is Program Evaluation and Review Technique, Application in Education, PERT. It is a design for planning projects of all types in education. This promises to be a procedure which might be required for all proposals and projects of the future. So there is emerging a set of tools for new styles of management applicable, perhaps, to the new styles of education.

Finally, how fast is all this coming? Some of the answers can be found in a recent study. (32)

"The theory that 65 years passes between the invention of a new educational practice and its complete diffusion in the schools is out of date according to Gordon Cawalti. He is Executive Secretary of the North Central Association Commission on Secondary School, one of the six regional accrediting associations in the United States. His association's survey of 7,237 of the country's larger and better financed secondary schools over the past decade shows:

Over a third of the schools reported use of the new curricular materials in physics, chemistry and mathematics.

Over 800 high schools reported adopting a unified course in art, music, literature, history and philosophy.

Nearly three-fourths of the schools have installed laboratory equipment needed for audio-lingual teaching of foreign languages. Team teaching was adopted by 41 per cent of the schools.

Cowalti concedes that the schools not included would lower the percentages, but asserts that the old lag theory estimate would still be greatly surpassed.

I have talked with him in connection with some work we are doing for evaluating special education programs in schools. He sees an ever-accelerating pace for change, with no end in sight.

I don't know what the real pace will be and I doubt if many people feel they do. But at the very least, the old lag theory is being challenged, events are changing so quickly that theorists are unable to get things to hold still long enough to study.

You are as aware as I am that I have selected the straws in the wind presented here. I have selected them from the reading and listening I do, and selected them in terms of my own biases. Therefore, I look at what I have talked about to you as trends from only my own point of view. I hope that what I have presented may proved helpful to you.

Thank you very much.

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(30) June, 1968

Paul H. Voelker

Our next speaker is Dr. James Gallagher, Associate Commissioner, Bureau of Education for the Handicapped, United States Office of Education. He also serves as an advisor to the United States Commission on the Education of the Handicapped. This bureau referred to is one of the newest bureaus in the Office of Education.

We are especially pleased to welcome Dr. Gallagher since he is a native of Pittsburgh. Also, those of us at the University are very proud of the fact that he earned his Bachelor's Degree at the University of Pittsburgh. He took his graduate work at Penn State where he earned his Master's and Doctor of Education in 1951.

Dr. Gallagher had an internship at Trinity College in Connecticut. He next took the position of Director of Psychological Services at a hospital for disturbed children in Dayton, Ohio. In 1952 he was appointed as Assistant Director for the Psychological clinic of Michigan State University. In 1954, he moved to the University of Illinois, another prestigeous university, where he has continued his association up to 1967. He achieved the rank of full professor and also served as associate director in the Institute for Research on Exceptional Children.

During his stay at the University of Illinois, Dr. Gallagher was responsible for developing many long-range and innovative research projects in special education. All of us are familiar with the writings of Dr. Gallagher, since he has produced more than 50 books, articles and monographs in special education.

For one year, 1966-67, Dr. Gallagher was on leave from the University of Illinois and did some work at Duke University on a research project related to culturally disadvantaged children.

It is a delight, then, to welcome home Dr. Gallagher and a real pleasure to introduce him to this group.

"Purpose of the Conference"

James J. Gallagher
Associate Commissioner
Bureau of Education for the Handicapped

I think Dr. Birch's presentation this morning was extremely appropriate because we are in a position now where we can make dramatic changes and move forward. When we think about the handicapped in the U.S. Office of Education looking back about ten years ago when Romaine Mackey and a secretary represented the handicapped, compared to approximately 100 persons in the Bureau of Education for the Handicapped working on a wide variety of projects, we can see how far we have progressed. We have moved from $1 million in 1957 to about $78 million in fiscal year 1968, and hopefully more in the future as the special education program for the handicapped develops.

It is most appropriate that we talk together about where we are going, because there are certain things happening in government and in our society that have great implications for us and the handicapped. Often we don't pay attention to activities happening outside of our own area of interest and we should, because they have major impact on our goals and activities.

One of these activities is the program planning and evaluation system era we have entered. In this respect, Robert McNamara, former Secretary of the Department of Defense, had a significant impact on the Federal government, which will extend beyond his departure to the World Bank. He utilized systems analysis on a massive scale, and we are now adapting this approach for use in the Office of Education.

As our society becomes more complex and interrelated, there is a tendency to abandon the off-the-top-of-the-head plan, and to move into sophisticated levels of planning that will project over a five or ten-year period in the future. We are now faced with decisions we need to make, not only what to do with the handicapped program but what we should do in 1975 and 1980. How do we plan now so that we can move towards that goal? Planning has never been easy, and one always has to worry about who is doing the planning. But the opposite of planning is not planning, and we know where that has gotten us. So we had better think about the nature of planning.

A few years ago I got involved in games theory, as part of a futile effort to learn something about mathematics. Let me describe to you what is called a non-cooperative game problem in mathematics, and I think you will see what the application is for us in the present context.

This is a well known example and it is called "the Prisoner's Dilemna," and it goes like this:

> Two people are picked up as suspects for a robbery and placed in separate rooms and interrogated separately before they have a chance to talk to one another. Let's call the prisoners Pat and Mike. Each has an option. They have a decision to make. The decision is, "Shall they confess or not confess?" Now, each of the prisoners is faced with the following choice. If Pat confesses, and Mike does not confess, Pat gets six months, and Mike gets ten years in jail and vice versa. If neither confesses, they may stand a good chance of getting off with a sentence of a few years. If they both confess, they may spend from five to ten years in jail.

From the standpoint of the mathematicians, the situation is inexorable. Each prisoner, faced with this decision must inevitably confess on the hope that the other will not, and he will get the benefit of the choice above. The whole point is that the solution of the game is not the most productive solution that the players could have reached, if they had cooperated and talked to one another beforehand.

Another clear example of non-cooperative games playing is the extreme of private enterprise, where the businessman has to face the decision whether he should build a hamburger stand on the highway outside of town. His reasoning goes like this: "If I open a hamburger stand, and nobody else opens a hamburger stand, I am going to make a lot of money, because there is a lot of traffic coming down the highway." But every other person thinking about opening up a hamburger stand looks at the situation logically and comes up with the same decision. The result is that the highway outside of town is inundated with hamburger stands which are all in shaky financial condition.

If you want to talk about planting corn, if you have the same kind of non-cooperative games playing, if the farmers don't talk with one another beforehand, you are going to have more corn than can be sold.

In talking about special education with the same kind of non-cooperative games playing you can say, "If I don't begin a special education plan and the nearby town does, I can send my children to that town."

In all these games there are rational players who come up with wrong decisions. The answer is not to play that kind of non-cooperative game but to go to work cooperatively so that a better decision, will be made.

So when we talk about programs for handicapped children, that is what we are talking about, individual players, individual teachers, individual administrators that make individual decisions in ignorance of all other decisions made by the other players, and they are all certain to come up with less than the best result.

Our program is designed to make us play more cooperative games. We need your help to answer questions we are being asked, relating to cost effectiveness. People are coming to us and saying, 'Prove to us that the money you are spending in special education really does anybody any good."

What is the proof? Now, it is easy to determine this when you have a situation where you are producing automobiles or airplanes, because there is a readily available output index. You can measure by counting how many autos and planes come off the assembly line. However, when these relatively simple concepts are applied to education, we run into difficult problems. Let me point out some of these.

The first and most obvious problem is that the variable chosen as a program output is more often that which is measurable, rather than that which is important. An easy example of this is the program for the mentally retarded. When you evaluate the special classes, what do you do? You find scores in reading and arithmetic achievement tests and say, "There it is."

But is that the primary objective for the educable retarded? No. The directors say, "We are interested in social adjustment, the ability to utilize time constructively." The variables of reading and arithmetic scores, while they are apart, they are not the whole story of evaluation.

Why do we choose them? Obviously because you could get instruments to measure these things.

When we talk about a local program for the mentally retarded, or the national assessment program Jack Birch mentioned, we must be sure the variables we are using are not just those that are obtainable, but those that we really think are important.

Another thing we have to concern ourselves with is the second, third and fourth order effects of the program, because the side effects may be more important than the primary measure. If you hand out packages to the poor and say, "I will measure the output of the effectiveness by the food packages I have handed out," you may be deluding yourself on the worthwhileness of that program. If you hand them out in such a way you make the people feel like they are unworthy human beings, you have defeated the whole purpose of the program in the first place.

If we measure the output of the program with what they do in school we may forget about the impact on the other members of the family. We all know from our own professional experience that when there is a handicapped youngster in the family, it causes great strain and tension among the other family members. When a youngster is in a special education program we have had the experience of having a parent come to see us and say, "Not only has this helped the youngster, but it has helped the entire family." It has helped the father and mother in their relationships with one another. What cost can you put on that? How much value can you assign to that kind of output? It is an output and one we shouldn't forget when someone comes to us and says, "What is the value of your program?"

Another reason why we must plan is the long span between the initial idea and the implementation. Victor Hugo once said, "Stronger than all the armies is the idea whose time has come." But he didn't mention that it takes a long time for that time to come.

We have known about population problems in our society but we are still looking for population control. We have long known about pollution of air. We have known about the problem of water pollution for a long time, and we are still waiting for the organized societal response to this problem. It takes a long time for society to recognize the problem, and then to develop solutions for it, and then to have those solutions become a part of the public policy. So it is important that we get started.

Long-range planning causes some other types of problems and that is why we are here. Long-range planning can be done by ten or fifteen people around a table. We can sit around and say what is the year 2000 going to be like? It is a fun game. It is far more difficult to convince the rest of the people of the wisdom of your plan when they were not consulted, and the plan may reflect only the bias of the particular members in the planning group. So we are not making these plans without talking to you, and getting from you the best ideas that you have related to our problems and our need for solutions.

When this conference is over we will have had seven. We have completed six of these with a representative sample of people in special education from a given region. In each conference the participants will have discussed what their needs are, what the obstacles are that are preventing progress and what priorities need to be established, whether at the local, state or Federal level. We have invited people from the college level, from the teaching level and from all levels of administration. We have also representatives from six states here, so you can see what a task and what a fine job Paul Voelker and Hester Burbridge have done in selecting the group that is here today.

Following these seven conferences we are going to summarize this information and come up with what we think is the plan for special education as seen by the needs expressed by the groups that have been in these conferences, and bring it back to you in other conferences. We will present these in local meetings and conventions like the American Association for Mental Deficiency, American Speech and Hearing Association and all the other meetings with impact on our areas. We hope we will get a policy that has evolved from contact with as many people in the field as we possibly can meet.

This is a working conference, and you are going to be asked to go to work. The first question we are asking you is: What needs to be done in the field of special education? What unsolved problems are there? We are all aware of problems and current needs.

The second general classification or general question is: What barriers or obstacles stand in the way of our doing what needs to be done? These can be administrative barriers, or dissension within professional groups, or lack of credibility. In other words, we want to know what is keeping us from educating children better than we are doing.

Getting back to the problem of priority, where should the priorities be? If we can do only two or three things, what are they? What suggestions do you have regarding how to do it? Who should do it?

The series of examples given by Jack Birch this morning are examples of new ways of accomplishing old goals, and we need to think more seriously about that.

We expect a group like this sitting here today to be relatively sophisticated in terms of problems stated. We want you to go much beyond the simple request we need to have more teachers. For example, why don't we have more teachers? What is wrong? Is it that there is not enough manpower to go around anywhere? Is it that it is an unattractive job? Is it a public attitude of pessimism regarding education of the handicapped? Is it because other areas of education are more attractive? These are the items that represent the hard thinking we hope you will do.

Another main point bogs us down. We have been able to identify it through earlier conferences, and it is one of the problems that always comes up. ' Everything would be fine if we just had more money. '

Well, I have developed with great strain and effort a law in the area of social science and with typical governmental modesty I have identified it with my own name. I am sure you are familiar with Parkinson's Law which goes this way: "Work expands to fill the time allotted for it." I am sure many of you in education know that two hour conferences must last for two hours, not thirty minutes or an hour or anything like that. There is alway enough to talk about until the time allotted for it is utilized.

One of the people who is helping with this conference, Irving Gordon, is in a very good position to testify to Murphy's Law which states: "If anything can go wrong, it will go wrong."

By now you are prepared for Gallagher's Law. Gallagher's Law states rather simply: "Money is always available for programs that the society values or finds entertaining or reduces guilt."

I think it follows from this that if we do not have money, it is because people have not perceived our areas as high priority and that is the real problem, not the lack of money.

We get used to throwing around some very large figures in the Federal Government, and you have heard some large figures, too. It is very difficult to make these figures meaningful. If the priorities were changed so that this program had a higher priority than it has now, just what could be done with the higher priority and how would the money be used? The space program has become a whipping boy because it is an easily identifiable program and it is hard to defend in terms of other needs of society. But it is generally accepted that about $30 billion is needed to get a man on the moon, and it doesn't bring a gasp from anyone, because nobody knows what $30 billion is. They know it is a lotof zeros, but they don't understand it. I want to tell you in more concrete terms what $10 billion might buy in the area of the handicapped, so as to give you some concept of what we are talking about when we talk about a priority program. And up to a couple years ago, the space program was a priority program.

So we will take one-third of that amount and talk about what could be done in the area of the handicapped with that kind of money. We will take the current programs and talk about them for one year.

We might expand the general research effort of supporting projects and make it $20 million instead of what it is now.

In terms of research and development, we could finance ten centers that would focus on a major area of interest and importance for education of the handicapped and give each one a half a million dollars. That would make a total of $5 million to spend.

For an instruction and material centers network, which is a venturesome attempt to get the newest kind of material into the hands of the teachers, instead of spending half a million, we will spend $25 million.

In our training institutions where we spend $24.5 million, we will triple that amount.

In media development we will have ten centers at half a million each. That will be $10 million.

In dissemination of general programs, we will have $15 million instead of the couple of million we now have.

We will have a new set of 100 early childhood education centers, each one funded at $200,000 to provide models and demonstrations for local and state programming.

Title VI, instead of $14.25 million the states got this year, would have $185 million and we would still not be up to the authorization we have from the Congress.

For the state institutions for educational programs that need special help, $100 million instead of the twenty four we now have would be available.

And we will have $50 million left over for cooperative planning with other agencies such as Social Rehabilitation Service, Bureau of Research and others within the Office of Education and other areas of government, because nobody has the total authority to do the job of comprehensive planning for handicapped children.

What does that add up to? We add up all the figures of what must sound to be a massive program and that adds up to $500 million or 1/2 billion. That program could run for 20 years on that $10 billion I was talking about. That is what is meant by a priority program.

We found in earlier regional conferences when we got into discussion groups, that the dimensions of the problems we are considering need to be broken down a little bit to get to get a handle on them, and you too, can break them down any way you want. We did talk to the discussion leaders last night about that and I am mentioning it only briefly. We can break it down into research needs in terms of 'What do we need to know that we don't know now.' Surely we don't know everything about educating children that are severely mentally or emotionally disturbed. What are the developmental tools needed? How do we package them so they are educationally viable? What materials and equipment are needed and available and what are being developed? How do we organize ourselves to get it accomplished?

What kind of personnel do we need? Is the training now being received sufficient, or do we need to train new kinds of people? Are there new holes where nobody has established an environment?

We have system or administrational needs. Is the administrative organization you now face adequate, or should it be added to or subtracted from or changed in some manner?

How do we get things into the hands of the person who is actually on the job working with the children every day?

The first day we expect you will be talking principally about problems and obstacles, and the second day about priorities and solutions. In terms of priorities, this is perhaps the hardest job that you have.

My youngest son came running into the house one day, and the ice cream man was outside. He asked me for some money to go out and buy an ice cream bar. We said, "What do you want for dessert? Do you want and ice cream bar or a piece of cake?

And he said, "Yes."

Well, we like to say "Yes," too. It is a childish kind of thing to do, but we all do it. But eventually we have to make hard decisions, and we are asking you to give us the benefit of your thinking in terms of priorities. Above all, we wish to impress on you that we are not playing here. We are in deadly earnest. Special education must change and grow, and we have the opportunity to move at the Federal level that we did not have before. People are listening who never listened before. We have the opportunity to talk to people that we have never talked to before. What we need is quality input, and the direction and the major priorities established.

So I wish you good discussions and we look forward to the products of your thinking. Thank you very much.

Proceedings
of
Second General Session

Paul H. Voelker

This session has been designed to provide all of the participants with a better insight into the workings of the Bureau for the Education of the Handicapped. Dr. Gallagher and members of his staff will present to you in some detail what they do, how they do it and why they do it, thereby giving you an idea of how you can better understand their operations and effectively work with them in the future.

James Gallagher

For those of you who are worried that I am going to crank up another speech, I want you to relax. The purpose of this session is to give you a chance to know the key personnel in the Bureau a little better and to have them talk very briefly about one particular dimension of the areas of responsibility that they have.

The first person I would like to introduce is one of the three operating directors of the divisions that are under our responsibility. We have three divisions: Research, Training, and Services. I would like to introduce first of all the Director of the Division of Research, Jim Moss. He has been in the office for three-four years now. He is an extremely innovative planner, programmer. He has taken what was essentially the bare bones of the concept of research and expanded it in a way that puts the Bureau for the Education of the Handicapped in the forefront of the research and development.

It is with great pleasure I present Jim Moss, who is going to talk about the decision-making process of grant approvals.

Presentation
by
James J. Moss
Director - Division of Research
Bureau of Education for the Handicapped

I want to discuss the process of decision-making in the Division of Research. I can remember when I was with the University of Illinois I was working on a research project supported by a grant from the U.S. Office of Education. I had the concept at that time that the U.S. Office of Education was like a big black box which took grant applications in at one end and spit them out at the other. I had no idea of what went on in between. Since many other people may have the same concept, I thought it appropriate to make a presentation (a disclosure, so to speak) of the way grant applications are handled and the various decisions that have to be made between the time they arrive and the time a final decision is made.

There are a number of decision-making points through which a proposal must pass in search of a final decision. Although the only decision of interest to an applicant is the final one, the others all have some relevance to the final outcome. These decision points, the way decisions are made, and who makes them can best be described as follows:

1. Agency Appropriateness. The first decision to be made with reference to any grant application relates to agency appropriateness. Only certain proposals are appropriate for the Bureau of Education for the Handicapped, others are appropriate for the Bureau of Research of the Office of Education while still others may be appropriate for the National Institute of Neurological Diseases and Blindness, the National Institute of Mental Health, and Vocational Rehabilitation. Although most applications submitted to this Bureau are clearly appropriate for support under legislation for handicapped children, others are not. An error in making this decision can result in a great deal of time lost for the applicant. A recent example can illustrate the problem. A proposal was allocated to the Bureau's Division of Research, which related to learning disabilities. It appeared appropriate and was sent out for review by field readers. The results of the field review suggested that the more superficial review by the Division Staff had failed to detect that the proposal was concerned with the general problem of under-achievement and not the specific problem of "learning disabilities." The proposal was then determined to be inappropriate for support by the Bureau of Education for the Handicapped and transferred to the Bureau of Research within the Office of Education where much of the work had to be done over again.

2. Acceptability for Review. The review of proposals by field readers and consultants is expensive in both time and money. It costs from $100 to $300 to have a proposal read by readers in the field and considerably more, if an on-site visit is required. Although every proposal is entitled to its day in court, experience has indicated that certain basic data are necessary if a valid judgment is to be made. Proposals which are inadequately prepared are, therefore, disapproved without field review, usually with the recommendation that appropriate additional information be added. The decision of acceptability for review is made by the Division staff. The consequences of an error of judgment in this case are readily apparent. On the one hand, several months can be lost to the applicant as well as several hundred dollars of precious Divison expense money in the review of a proposal which could not possibly be approved for lack of information. On the other hand, an irate researcher might well be on the next plane to Washington to personally point out the information in the proposal which had been overlooked by the Division staff in its preliminary review.

3. Type of Review. Once an application is determined to be appropriate for the Bureau of Education for the Handicapped and acceptable for outside review, a decision must be made with reference to the type of review which will be used. There are generally three methods of review which may be used: (a) proposals may be sent to field readers for their reactions and recommendations, (b) proposals may be evaluated by a site-visit team, or (c) proposals may be held for evaluation by special committees or panels. The decision relating to type of review is made by the Division staff after a review of each proposal. Some help is provided by guidelines established over the years. For example, on-site visits are required for all projects requesting $100,000 per year or more, and/or a request for support for more than a three year period.

Again, an error in judgment can cost not only money, but a great deal of time. If a proposal requires a site visit, there is little to be gained by sending it out for field review. A great deal of time and money can also be wasted conducting an on-site visit where field review would have been equally appropriate.

4. Choice of Reviewers. Regardless of the type of review, someone has to do it, and it is up to the Division staff to determine who these reviewers will be. The division has a large list of professionals on consultant and field reader rolls who can be called upon to help in the evaluation of proposals. The people are catalogued by area of handicap and other specialities. Reviewers must be selected according to the unique characteristics of each proposal. For example, a recent proposal concerned with computer-aided language instruction for the mentally retarded required a site-visit team composed of (a) a computer-aided instruction

specialist, (b) a researcher experienced in programmed instruction for mentally retarded, (c) a mental retardation specialist concerned with teacher training, and (d) a research design expert.

5. Adequacy of Review. Once the review is completed, it is necessary to evaluate the review process to determine if the review was adequate. A careful evaluation of reviewer comments can provide insights relating to the thoroughness and adequacy of the review. It is not impossible that the reviewers themselves will suggest the need for additional review on certain aspects of a proposal. If there is reason to believe that the review of a given proposal is inadequate, additional reviews are sought. Again, the evaluation of review adequacy is the responsibility of the Division staff.

6. Recommendations for Action. The recommendations for action are the responsibility of the reviewers. These are non-federal professionals in fields directly related to the various aspects of each proposal. Recommendations of reviewers are not binding on the U.S. Office of Education, but it is extremely unlikely that the Office would proceed contrary to the best advice available to it. Comments of reviewers must, however, be considered in view of the purposes served by the various reviewers. The analysis of reviewer reactions leads to the critical decision to approve, or not to approve a given project.

7. Yes or No. The first critical decison of direct significance to the applicant is the decision to approve or not to approve the proposal. This decision requires a careful analysis of reviewer reactions by the staff of the Division of Research. Reviewer reactions must be evaluated in terms of the purposes served by each individual reviewer. Different reviewers are selected to serve different purposes and their reactions with reference to the purpose for which they were selected are of more relevance than their general reactions to the proposal as a whole. For example, teacher training specialists are often asked to react to proposals, primarily to get their reactions relative to the educational significance of a particular project. Such a person might give the proposal a high rating in terms of significance and need, but recommend disapproval on the basis of research design. At the same time, a research specialist who might know how little about the educational needs of the handicapped might speak highly of the project, because of its design characteristics, but recommend disapproval because, in his opinion, research relating to that particular aspect of the retarded was not considered significant. It is not inconceivable that such a proposal would be approved since each reviewer remarked favorably on that aspect of the proposal for which he was most qualified to evaluate. The final decision for approval or disapproval is the responsibility of the Commissioner of Education, and currently delegated to the Associate Commissioner for Education of the Handicapped. It is the responsibility of the

staff of the Division of Research to advise the Associate Commissioner based upon its analysis of the review of proposals.

8. Acceptance of Division Recommendations. Although it is the responsibility of the Division of Research to recommend proposals for approval to the Associate Commissioner, the Associate Commissioner must decide whether or not to accept the recommendation. This is the last critical decision relative to the approval process, but not the last decision of interest to the applicant. Since the Associate Commissioner has delegated to the Division the responsibility for managing the review of proposals, he is somewhat obligated to accept the recommendations of that Division, assuming that the review process was appropriately handled. The decision by the Associate Commissioner, therefore, is based primarily upon a review of the review system. It is his responsibility to examine carefully the process by which each proposal was reviewed to assure himself that each proposal received a fair and just evaluation. He must know who evaluated each proposal, the reasons why each reviewer was selected, and carefully review the Division's recommendations in light of the reviewer responses. It is the decision of the Associate Commissioner to accept, reject, or defer action on each proposal which finally determines which projects are accepted and which are not accepted for possible funding.

9. Funding. The decision to accept a proposal as appropriate for funding does not necessarily mean that an application will receive support; although the decision not to accept a proposal is pretty definite in its meaning. Since more proposals are worthy of support than available funds can cover, another decision must be made relative to the actual support of approved projects. In the past this has never been a problem since sufficient funds have been available for all approvable projects. However, in this year, and probably in the years to come, this will become a critical issue. We propose to hold all approved projects until midyear when we will convene a special advisory committee to review all approved projects to make the final decisions relative to funding.

10. Level of Support. The final decision to fund or not to fund, is not the end of the chain of decisions which must be made relative to the processing of proposals. Projects approved for funding must be transmitted to the Contract Office for the negotiation of a grant or contract. During the process of reviewing proposals, suggestions regarding funding come to light. Decisions must be made concerning the amount of money which should be obligated for a given project. Decisions must also be made concerning type of funding (i.e., should a project be funded from year-to-year, or should the entire cost of a three year project be obligated at the outset). These are staff decisions based upon reviewer comments and upon the fiscal condition of the program.

11. Final Reports. Although the researcher may be interested primarily in decisions relating to the support of a project, there are other decisions which must be made in the management of a Federal research program. The decision to support a proposal is, in fact, only the beginning. The final report which emanates from a project is, in fact, more significant than the proposal which preceded the project. Each and every evaluative step, with the possible exception of number one, must be repeated when a final report is submitted. Final reports are evaluated as carefully, if not more carefully, than proposals. Although most applicants give more concern to the obtaining of grants and are, therefore, more sensitive to the review of proposals, the review of final reports has a much broader implication in terms of future support and should be taken more seriously by applicants than the review of proposals themselves.

This presentation was designed to provide some insight into the variety of decisions which must go into the review of proposals for support and the products which result from such support. An attempt has been made to trace the various decision points through which an application must pass from the time it is submitted to the Office of Education until the time that it appears in ERIC as a final report. There will be some who do not like the number of decisions left to the Office of Education staff. There will be some who will be disturbed that decisions are made by Federal bureaucrats rather than professional peers. To these people I can only suggest that personnel vacancies do exist in the Office of Education and that if they are truly worried about the decision making processes they are welcome to give it a try.

James J. Gallagher

One of the things that makes life easy for me, and I trust makes it easy for you, too, in terms of your point of contact with the Bureau and its various divisions, is that each one of these people has expertise in his own right. They are not merely administrators, but they have had the experience of doing what they are talking about. Jim Moss is a recognized researcher in his own right and the next speaker is a recognized teacher trainer in his own right. In order to run the division of training programs and to have a major new move in this area which represents one of the top priorities in the Bureau, we were able to get Dr. Lucito to come up from the University of South Florida, but we have strenghened our operation and we think the balance has paid off for everybody.

I present to you with pleasure Dr. Leonard Lucito, who will talk about innovative traning efforts.

Presentation
by
Leonard Lucito
Director - Division of Training Programs
Bureau of Education for the Handicapped

In recent years I have become concerned if anyone promises innovation. However, I hope the Special Project awards about which I will talk today, will become a mechanism for assisting the field in generating better ways of training personnel.

I first came to the Bureau of Education for the Handicapped in October, 1967. Prior to going with the Bureau, I had talked to a number of people, and there was some concern that the funding program under training had begun to ossify even though it had operated only four years under the expanded program for all areas of the handicapped. I shared this concern. After joining the Bureau, I also found the staff within the Bureau to be concerned along the same lines. Therefore, we brought in a number of people who are consultants to the Bureau and talked to professionals in the field as we traveled around the country. It was established that there was quite a bit of concern. I think the nature of this regional conference, and the regional conferences which have preceded it, is an expression of some dissatisfaction with what we are doing at this time. Even though we can be justly proud of our past accomplishments, we are looking forward to what can be done in the future.

Having established that the concern was widely held by professionals in the field, we came up with the idea of expanding the concept of the Program Development Grants to include Special Projects. The purposes of the Special Projects are to improve the present training programs and to design new personnel training programs for the future needs of Special Education with respect to new knowledge, the new ways of organizing staff to educate the handicapped which are being suggested these days, and the amount of lead time necessary before training programs can be geared up to provide personnel in sufficient quantity, it is imperative that we start now to plan new training approaches, to establish prototypes, and to assess the effectiveness of the prototypes. Although the Division of Training Programs is interested in change, we are not interested in change for the sake of change, but rather change for the purpose of improvement. That is why evaluation is a necessary part of each Special Project prototype grant.

To initiate Special Projects as soon as possible, the Bureau took a risk. It was indicated in the March issue of "Exceptional Children" that Special Projects was a part of our award program. In fact, it was only a gleam in our eyes at that time. As of ten o'clock this morning, it has become a reality as promised in my article in that issue of "Exceptional

Children". We have had the freeze and thaw that Dr. Moss referred to earlier. As of last Friday they released funds permitting us to fund this kind of project. Consequently, we are busily negotiating Special Project awards this week for the first time.

To give the flavor of the nature of Special Projects, I will enumerate the major criteria stated in the guidelines.

1. Special Projects must be addressed to major, educationally significant training problems faced by the field of Special Education.

2. The prototypes developed through Special Projects must be applicable to other training situations. The intent is not to solve the problem of a particular university, State Department of Education, or local school system. In other words, the prototypes can serve as models in similar training situtations.

3. The projects, as proposed, should have a reasonably high likelihood of success and illustrate new approaches.

4. The projects can not be accomplished under the rules and regulations of other grant award programs. We are encouraging innovation in the other grant award programs; however, there are some projects which require special efforts and attention.

This has been one of those crash activities. Only two weeks were allowed to write proposals. I think it is highly laudable that the field should be able to gear up and come in with 70 proposals in such a short time. A sizeable proportion of the 70 proposals showed a high level of creative thinking and sensitivity to the needs of training. Dr. Gallagher and others of us who were involved in reviewing the proposals were stimulated and encouraged not only by the number of proposals but also by their quality.

I am happy to report that the Division of Training Programs, with the cooperation of outside consultants, was able to process the 70 proposals under very trying circumstances.

Before closing, I would like to call to your attention another recent development which should be of interest to you. As you know, the Education Professions Development Act authorizes funds under this Act to be used for the training of personnel for the handicapped.

Since the two bureaus shared responsibility for training personnel to serve the handicapped, the two Associate Commissioners (Dr. Gallagher and Dr. Davies) worked out an agreement on May 29, 1968 defining the role of each of their respective bureaus. A copy of this agreement and explanatory materials will be obtainable from the Council for Exceptional Children in the Proceedings of a Conference on the Education Professions Development Act and its applicability to Special Education which will be held June 13 and 14, 1968 in Washington, D. C.

In essence, the agreement states:

1. Training and retraining of personnel working exclusively with the handicapped will be supported primarily by the Bureau of Education for the Handicapped.

2. Training of regular educators including such personnel as teachers, principals, superintendents, counselors, social workers, and psychologists interested in the problems presented by the handicapped will be primarily supported by the Bureau of Educational Personnel Development (BEPD).

3. BEPD will also expend funds for training educational aides who will work either exclusively or in part with the handicapped.

4. Approximately 15 per cent of funds under Parts B, C, and D of the Education Professions Development Act will be devoted to these activities. This could amount to as much as 14 million dollars for fiscal year 1969, depending on the level of funding by the Congress.

In closing let me say that we need your assistance to utilize the 15 per cent the Bureau of Educational Personnel Development will commit to the handicapped area. Only people such as you can write the number of quality proposals needed to accomplish this task.

We will assist you in any way possible as you prepare your proposals.

James J. Gallagher

The third thing involved in the programming of the education of the handicapped is the Division of Educational Services. We have a person with direct working experience in the area he is responsible for. He has worked in a State institution and he has been a creative producer in the media services. In many ways his job is even more sensitive than the other two divisions, because he has the direct contact for the services area and where the field will most likely come in when they have a question or a problem and we are very pleased to have Dr. Frank Withrow. He will talk to us about coordination of services at the State level.

Presentation
by
Frank B. Withrow
Director - Division of Education Services
Bureau of Education for the Handicapped

Since I have been in the Bureau, it has become more and more apparent that the responsibility for policy-making decisions with respect to the funding of special education lies within the State departments of education. My remarks today will be directed toward the Division of Educational Services' involvement with those State departments.

There are five different programs which are directly involved with State education department. This means that the State education department decides who will be funded and how the priority will be set for expending service money for handicapped children.

The first program that you are familiar with which is administered by the State departments in ESEA, Title VI-A or the Education for the Handicapped Act. This law provides 5% of the total allocation to a State or $75,000 whichever is greater for administration of the title within a State. Title I of ESEA has the P. L. 89-313 amendment which provides services for children receiving total support for their education from the State. One percent of these funds may be used for administration. In addition to this special amendment to Title I, the regular Title I program supports a number of projects for handicapped children. This year this part of Title I estimated that $28.5 million was used for the handicapped. In Fiscal Year 1969 at least 15% of Title III, ESEA will be set aside for use with handicapped children. During this year 75% of Title III funds will be administered by the States while 25% will be retained and administered by the Commissioner. States must use 7.5% of their funds for administration of this program. In Fiscal Year 1970 all Title III funds will be administered by the State. P. L. 85-926 provides money at the State level for preparation of professionals. This State plan allows up to 20% for administration.

If the State has used all of the possible money set aside for administration of these programs in the State department last year, they legally could have used about $6 million. In reality, only about $3 million was used in direct administration of special education programs.

There is, in the Office of Education and in the States a desire to consolidate administration funds under a comprehensive planning package for all Office of Education educational programs that are being administered by the State departments. This sounds fine and BEH is for comprehensive plans in theory. We are for comprehensive coordination of the special education programs and we would be happy to have all the other programs come together in a total program plan for the handicapped.

We think it makes good sense to have a comprehensive plan for secondary education or elementary education or vocational education or compensatory education. We are not interested in a mammoth overall comprehensive educational plan. This overall plan should be developed through subplans of the program areas mentioned above.

Most of the efforts towards comprehensive planning have been on a tentative basis and primarily concerned with the pooling of administration funds. From past history special education tends to lose out when funds are pooled. Special education must retain an adequate voice in overall decision-making policy in any program that pools funds. We don't want to be back where we were a year or so ago with little input in the decisions that change the direction of special education.

If the special education unit is strong in a State and has a person at the policy level as an assistant or associate superintendent, it will be able to protect its interest and be assured that it gets a fair share of the administrative funds. However, if special education is just developing in a State it is unlikely that comprehensive planning will be of value to special education. Consequently, we have asked that Title VI-A funds not be included in pooled funds.

We have reasonable expectations that this year Title VI-A administration funds will be excluded from packaging. However, there are several States that want to move into packaging and combining Title VI-A funds with the rest of the administration funds from Office of Education programs. A few of these may be approved on an experimental basis.

I think it is essential that you are aware of this trend and that you should discuss it within your State departments. It makes sense to coordinate program efforts in a comprehensive plan that takes into account institutions, training programs, and school programs.

State departments, universities, and local school people need to support your State Department in developing the overall direction to programs for handicapped children.

The Division of Educational Services has started a series of site visits to State education departments. We want to sit down with the Chief State School Officer and, on a formal basis, let him know that the Bureau of Education for the Handicapped is interested in seeing that his State's special education unit is operating at a very high level of professionalishm. We are interested in pulling together the people involved in special education in order to discuss overall priorities and how the individual programs, P. L. 89-313, the 15% of Title III, Title VI-A, and P. L. 85-926 can cooperate with State and local funds to develop long range programs for the handicapped.

Thank you.

James J. Gallagher

Now you have heard from the three operating divisions. There are still three components in the office of the Associate Commissioner itself that I think you need to know about. As a matter of fact, some are real innovations from the standpoint of a college professor that never came into a comparable type of organization and is one of the key aspects involved in the whole business of management operation of the Bureau. Without an effective operation within management personnel and procurement of equipment and so forth, all the operating divisions would be at a severe handicap.

We are pleased that we have Mr. Weiner, an old hand in government, a lawyer, who is both our shield to protect us against the bureaucratic monster that sometimes we feel we are dealing with and also our first point of attack whenever it feels like we need something we don't have. So Mr. Bertram Weiner will talk on one of his favorite subjects today: Money.

Presentation
by
Bertram Weiner
Executive Officer
Bureau of Education for the Handicapped

I have drawn on the blackboard a table showing the growth of the handicapped programs beginning with fiscal year 1967, and I have projected these programs into 1968 and 1969, in terms of the dollar authorizations provided by the several handicapped statutes, and the actual appropriations made under them by the Congress (in the case of 1967 and 1968), and the President's request to the Congress (for fiscal year 1969).

We understand that just this morning the House Appropriations Committee marked up the appropriation bill; there may be some changes in the 1969 column as a result of that action.

Let's walk through the table briefly. For Title VI-A, in 1967 the authorization was $51.5 million and the appropriation was $2.425 million. These funds were made available to the States for planning and administration. The appropriation was not made until June of 1967, but was made available to the States for obligation throughout fiscal year 1968, primarily for the preparation of State plans. The authorization rose to $154.5 million in 1968 and to $167.375 million in 1969. As you can see, the appropriations were considerably under authorization. In 1968 the appropriation was $15 million and the Bureau of Education for the Handicapped is in for $32 million for 1969. (The table follows).

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED
FUNDS AUTHORIZED FOR FISCAL YEARS 1967, 1968, AND 1969 APPROPRIATED FOR FISCAL YEARS 1967 AND 1968 AND REQUESTED FOR FISCAL YEAR 1969

Appropriation Title and Program Activity	FISCAL YEAR 1967		FISCAL YEAR 1968		FISCAL YEAR 1969	
	Authorized	Appropriated	Authorized	Appropriated	Authorized	President's Request
Educational Improvement for the Handicapped						
Title VI-A, Elementary and Secondary Education Act	$51,500,000	$2,425,000	$154,500,000	$15,000,000	$167,375,000	$32,000,000
Teacher Education	$29,500,000	$24,500,000	$34,000,000	$24,500,000	$37,500,000	$30,000,000
Recruitment and Information	---	---	$1,000,000	0	$1,000,000	$1,000,000
Research and Demonstration	$9,000,000	$8,100,000	$12,000,000	$11,100,000	$14,000,000	$13,900,000
Regional Resource Centers	---	---	$7,500,000	0	$7,750,000	$2,000,000
Deaf-Blind Centers	---	---	$1,000,000	0	$3,000,000	$1,000,000
Captional Films and Media Services	$2,515,246	$2,515,246	$8,000,000	$2,800,000	$8,000,000	$4,750,000

Appropriation Title and Program Activity	FISCAL YEAR 1967		FISCAL YEAR 1968		FISCAL YEAR 1969	
	Authorized	Appropriated	Authorized	Appropriated	Authorized	President's Request
Physical Education and Recreation	--	--	$2,000,000	0	$3,500,000	0
Program Support	--	--	--	--	--	$575,000
Elementary & Secondary Education Activities						
Title III, ESEA	--	--	--	--	15% of Appropriation	$28,374,000
State Schools for the handicapped, Title I, ESEA (P. L. 89-313)	$15,056,351	$14,981,542	$24,746,993	$24,746,993	$25,984,523	$25,984,523
TOTAL FUNDS ADMINISTERED BY BEH		$52,521,788		78,146,993		$139,583,523

While the appropriation requests for 1969 continue to be considerably under authorizations, note that they represent some significant growth (roughly 60%) from the appropriations for 1968. This is significant when viewed against the total request for the U. S. Office of Education, which is down from 1968, whereas for the handicapped the total is up. This clearly indicates that the Administration has given consideration to priority in funding special education. As you know, these are tight and stringent budget times. Given all the problems and pressures for money that the President has, we are very gratified with the way this budget has been structured.

In the Teacher-Training program of the Division of Training Programs, the authorizations and appropriations were $29.5 million respectively for 1967; $34 million and $24.5 million for 1968; and $37.5 million authorized for 1969, with $30 million requested.

In the Research and Demonstration program of the Division of Research, $9 million was authorized for 1967, and $8.1 million was appropriated. For 1968, the figures are $12 million and $11.1 million; and for 1969, $14 million authorized and $13.9 million requested.

In Captioned Films and Media Services in the Division of Educational Services, some $2.5 million was authorized and appropriated in 1967 for the Captioned Films for the Deaf program. The jump in the 1968 authorization for this program (to $8 million) is attributed to new legislation in the last session of the Congress, which expanded the Captioned Films program to provide media services for all areas of the handicapped, not just the deaf. However, no appropriation was made to cover the other areas, so the appropriation level was only $2.8 million. For 1969 the authorization for the total program is $8 million, and the Bureau of Education for the Handicapped is in for $4.75 million.

For 1969, there is a new activity proposed by the Office of Education, called Program Support, a concept which may or may not be acceptable to the Congress. The object of the proposal is to try to directly attribute to program appropriations, (as opposed to the so-called Salaries and Expenses appropriation) the specific administrative costs of operating the respective OE programs. Thus, such categories as cost of evaluations of programs, of program consultants, of advisory committees, and of evaluating proposals, would be charged to designated program appropriations, rather than to the general administrative ("Salaries and Expenses") appropriation. The Bureau of Education for the Handicapped is in for $575,000 for this purpose.

From the Floor

What is---I am not talking about the authorized amount---but what is the statutory authorization for a line item like that?

Bertram Weiner

There is no specific authorizing legislation that covers it. If the Congress accepts the concept, it will do so by providing for it specifically in the appropriation language, which, of course, would then be tantamount to legislative authority itself.

The Recruitment and Information program did not exist in 1967. It was enacted in the last session Congress. The authorization was $1 million in 1968, but nothing was appropriated. For 1969 the authorization is $1 million and the President requested the full amount.

Also in the last session of Congress, new legislation was enacted to provide support for Regional Resource Centers for handicapped children. The authorization was $7.5 million for 1968, but no appropriation was made for it. The authorization for 1969 is $7.75 million and the Bureau is in for $2 million to be used to get that program off the ground.

Similarly, there was no Deaf-Blind Centers program in 1967. The $1 million authorized for 1968 remained unfunded. We are in for $1 million for 1969, against an authorization of $3 million.

The recently enacted Title V of the Mental Retardation Facilities Act provides for a program of research and training in the area of physical education and recreation for handicapped children. These are authorities over and above the existing research program and the existing training program. Again, the program in this form did not exist in 1967. In 1968 the combined authorization for research and training was $2 million, which was not funded. For 1969, it is $3.5 million. However, the President's budget, at the time it was constructed, did not contemplate that program, and no funds were specifically requested for it for 1969. We do not know whether or not the Congress will include additional funds for this program for 1969.

The Title III ESEA program was not specifically directed to special education in 1967 and 1968. For 1969, however, 75% of the total appropriation will be administered under state plans, and 25% will remain within the discretion of the Commissioner. Within each of the 75% and the 25%, however, the Bureau of Education of the Handicapped will be administering 15%, in each case, of the total funds. That is, 15% of the appropriation is now earmarked for handicapped projects.

Finally, for the P. L. 89-313 amendment to Title I of ESEA, $15 million was available in 1967 and $24.7 million was available in 1968. For 1969, the figure is $25.9 million. In 1967, the funds actually obligated totaled $14,981,542. This small reduction was increased because all of Title I was reduced on a pro rata basis inasmuch as the total appropriation did not equal the full amount authorized. In 1968, the "313" program received full funding. The same may or may not be the case for 1969, depending upon whether or not the Congress subjects "313" to a pro-rata reduction along with the general Title I reductions.

In summary, I think it fair to say that the handicapped programs are being looked upon favorably by the Office of Education and the Administration. Certainly, one test of this is how we fare, in comparison with other programs, in the competition for dollar allowances at budget formulation time. The answer seems clear that we are doing very satisfactorily, given the current budgeting climate.

James J. Gallagher

I want you to pay particular attention to this next speaker, because he is going to do something I don't think is humanly possible.

In the areas which are well-established we try to get someone as a leader in this area who has had some experience and can communicate at the level we would like to have the communication take place in these programs. In an area which is completely new, we cannot do that, so the next best possibility is to get somebody that is enthusiastic and has the courage to come in and tackle a new job. We were fortunate to have that kind of a person in Dr. Michael Marge. He has come over to run the planning and evaluation of the programs and will discuss the systems approach to government.

Presentation
by
Michael Marge
Director - Planning and Evaluation Staff
Bureau of Education for the Handicapped

Since we are under pressure for time, I would like to briefly explain to you the rationale for a systems approach to educational planning and relate this to the purpose of your conference.

There has been a rebirth of interest in education by all levels of government and I think that we can trace this renewed interest to the launching of Sputnik I when our country was shocked by the realization that another nation had by-passed us in the area of technology. As we looked into the matter to find out what happened to the great American dream that we possessed the greatest technological capability of any country in the world, we realized that the Russians had been planning for years to train in excessive number scientists and engineers. We were not engaged in such an enterprise. So our country became more alert to such needs and began to look more carefully at educational planning.

With the rapid expansion in support and responsibility, the educational community became faced with decision-making tasks of staggering dimensions. Every development in education that showed some kind of promise or innovation raised questions about their evaluations, their effectiveness in application for solving educational problems. For example, we began to weigh the relative benefits of the use of TV film strips, team teaching and the use of teacher aids. There has been a plethora of new ideas in education and with all these possibilities the problem of chöice and direction has become a most bewildering one to those of us who must decide.

To assist the educator in his expanding role, there has been a development called the systems approach to education or program planning and evaluation, as we refer to it in government. Business and industry have been utilizing this approach for years, but not until recently has it been used in the realm of education. It is a disciplined way of using specialists in a variety of fields to analyze as precisely as possible sets of activities whose interrelationships are very complicated and of formulating comprehensive and flexible plans on the basis of these analyses.

Now the frame of reference for this approach to educational problems is the real world and this brings us to the purpose of this conference and all the other regional conferences sponsored by the Bureau. We are turning to you to learn about the real world of special education, the major problems in special education and your recommendations for solving those problems. Our job will be to incorporate your ideas into a long-range plan for the education of the handicapped which has as its goal nothing less than quality education for all handicapped children in the country.

We will be required to spell out the elements of this plan. The first element is a design for action. (What is to be done in the field of special education today?) What are the objectives and how may we meet them? What sequence in program emphasis should we follow?) In the budget you reviewed earlier, how should we decide what sequence of action we should take in terms of program emphasis? Should we emphasize research or training or services for the next three or four years?

The second element is the identification of alternatives. What if your recommendations or solutions to problems fail? For example, if your strategy for providing special education for all mentally retarded children in the country fails after a certain period of time, what other direction should we take? What other solutions are there to accomplish our aims?

A third element of the plan is evaluation and here we ask the question: Are we obtaining the best product for the dollar investment? Is the method recommended to meet a specific object paying off? A realistic plan toward education depends on compromises and trade-offs and these result from a continuous program of evaluation. Evaluation also allows us to check our çompass, to reset our direction, if necessary.

If time allowed I would like to describe to you the functions of the office of program planning and evaluation, but what is more important now is to leave you with the idea that your deliberations will affect the Bureau's long-range plan of action for the education of the handicapped. Your input will provide the reality base upon which we may plan in a comprehensive manner for the next ten years. Someday, may it be said that in 1968, a devoted group of American educators prescribed a plan to meet the educational needs of more than five million handicapped children and accomplished that goal within a decade. What better tribute to special education and to our nation's commitment to these children.

James J. Gallagher

Our final speaker this afternoon involves another area in which I was in particular ignorance about. I think we all get used to being called professionals and we call ourselves professionals and we forget there are also various dimensions in the things we are trying to do and no matter how we are all trained, we are really amateurs in the other dimensions. One of the ways in which I think most of us have the label of amateur is in the area of public relations and in the area of information dissemination and it is in this area we were most fortunate to bring in a man of great talent, Mr. Lee Ross. So it is with great pleasure I present to you Mr. Lee Ross.

Presentation
by
Lee Ross
Director - Information and Reports Staff
Bureau of Education for the Handicapped

Information or communication as it is called in government, or public relations as it is more commonly called in private enterprise, is the art of gaining public appreciation, understanding, knowledge and support for your ideas, your programs or your objectives---no matter what the field may be.

To achieve this one must communicate with different people whom we professionally separate into categories of publics. We have to tell them why we do what we do, and how it is important before recognition and support can be obtained for the objectives you advocate. Frequently too, the publics we need to reach shift and change.

Good performance alone is definitely not enough. People must know about it, if they are to appreciate it. The competition for the eye, the ear and the minds of people today is tremendous.

Whether we like it or not, people and organization who are doing great jobs lose out or suffer from lack of recognition---and superficial press agentry; especially in the professional field; fools no one. The right formula is "Good Performance plus Good Communication which equals---Good Public Relations," or put it another way, "Good Public Relations is 90 per cent doing and 10 per cent telling."

In the field of government, the Public Information Office of the Bureau of Education has many publics, which we try to satisfy within the framework of the logistical support we have available with adequate personnel and necessary equipment. Our operations also encompass many different kinds of publics. Broadly, however, these different kinds of publics encompass the internal government structure and external media. Internally, we endeavor to communicate our programs and project impact with the: White House, Congress, HEW, Office of Education, other Federal agencies, the National Advisory Committee on Handicapped Children, and the staff of the Bureau.

Externally, we work toward reaching the educational and professional community involved with the education of handicapped children as well as universities, colleges, state educational agencies, technical and professional journals; mass media general public magazine publications, newspapers, television, radio, brochures and through our professional staff making public speeches.

We have completed building our first portable exhibit, some 28 feet in length. It was recently on view at the Annual convention of the Council for Exceptional Children in New York City, where it elicited strong interest.

Some of the projects are short-range and take a brief time to do; others are longer range and require a great deal of time and effort. One of the recent long-range projects involved the Journal of Exceptional Children which you received with your conference packet, or will find one at the registration door. The statements and articles in the Journal include President Johnson, U.S. Commissioner of Education, Harold Howe; Presiding Chairman of the National Advisory Committee on Handicapped Children, Dr. Samuel Kirk; Associate Commissioner for Education for the Handicapped, Dr. James Gallagher, and Bureau Division heads and specialists. The series of articles consisted of 19 statements and articles, totaling some 40,000 words on the Federal government's role in the education of the handicapped.

The result is a unique informational tool. The issue you have is the largest single issue CEC ever produced. The press run totaled 56,000 copies---the largest run CEC ever made of their Journal.

What have we accomplished with this effort? We have created another major informational and teaching tool for special educators, for Congress, for Federal agencies, for State and local agencies and institutions and for professional organizations and for ourselves.

We have established a substantive frame of reference for the Bureau from which to expand new informational programming. We have created a base of accomplishment in our informational work from which we can launch continued advances with the goal of achieving total national involvement---with the objective of assuring an education for the more than 5,000,000 handicapped children in our land.

In recent months we have worked to make a major break through with the general public. Specifically, we have been working with a Senior Editor of Look Magazine. We want the story of the achievements, the goals and the needs of educating handicapped children to reach the more than eight million people who read Look Magazine. I am pleased to report that the Editor, who attended our two-day Chicago Regional Conference, called to advise that he has just completed four weeks of intensive contact with special educators throughout the country, and is just getting down to the grueling job of writing his article, which hopefully will appear on the news stands in the fall.

These regional conferences have stimulated my thinking and I would like to pass on some thoughts which you may wish to consider during your deliberations here.

Throughout the conferences, I hear or see in the recorder's notes, these words or their equivalent used by special educators. "We need more and better communication on all levels." Here is the voice of special educators compiled from a single conference; the New York Regional Conference. Problem: Lack of communication, e.g., government with professionals, professionals with professionals, professionals with the public, public with government. Lack of communication on cooperative services in sparsely settled areas. Too little communication between states and local communities with regard to needs and available resources. As a professional in my field for many years, these words mean something to me. However, to special educators, they mean something else. I think they mean that those in special education, need better and more public relations, using all the informational techniques our profession has developed---to enhance your kind of specialized skills.

Put it another way. One of the speakers at the Chicago Conference referring to the growing needs of the Instructional Materials Centers, said, "We need to develop a new breed of special educators who will have highly developed skills to communicate effectively" ---presumably, with the specialized publics of the educational world as well as the general public involved with the handicapped. I think he also meant better and more public relations.

I'm not talking about employing public relations professionals. I mean the acquiring of a communication skill to add to your repertoire of talents.

Let me interpret my meaning in another sense. You must recognize that you who are in special education to serve handicapped children are in a very sharp competition for a share of the public's tax dollar. You are competing with every other kind of social service demand---be it on the local, state, or Federal level. Dr. Gallagher emphasizes this aspect in his presentation at these regional conferences. He raises the very pertinent question about the use of the public's tax dollar. He asks, "Who determines the priorities in using tax funds?" Who, or what elements determine what should be spent on one social purpose as against another? I think you can add another law to Dr. Gallagher's interesting list. It is "He who communicates bestest gets the mostest." Even when financial resources are limited, those with the best communication skills will receive the funding.

Let's look at two more aspects of the benefits involved---if you had good communication skills. I often hear the word "pay-off" used in special education. I assume it has no corrupting meaning, and means the same as the word "result." Well, what's the pay-off in your terms? I see two of them. The first is easy to state. It will permit more rapid fulfillment of your goals. Some of you have taken 5, 10, 15, or 20 years to achieve your goals in creative services, buildings and facilities. Ask yourself, "If I had the capability Ross talks about, could I have done the job in half the time, with half the cost and effort?"

The second pay-off is not as easy to explain. I'll try it this way. About 18 months ago I went to work with Litton Industries in California as a Consultant in communications. This company is one of the nation's leaders in system analysis and in its growth pattern. I was paid a fee which by most standards is considered high compensation. However, when I got to my post, I was startled to learn I had sold myself short. Litton was paying some professionals who could communicate effectively in a very complex field---the rate of $1,000 a week, plus overtime. I then looked at the engineers. Graduate engineers who wrote in engineering jargon earned $12-14-16,000 per year. But, I learned that graduate engineers who could write both English and engineering jargon started at $25,000 a year and went to $35,000 a year. I think the pattern is clear. Hopefully, in the years to come, those in special education who aspire to and can add communication skills to their knowledge will eventually benefit with this kind of pay-off when the communication skill is added to their own personal dimension.

We have talked about developing a means of imparting some of these skills. We are working on it, but we have not yet evolved a method of doing it. One of the methods we have discussed is possibly a series of seminars on communication independently, or tied in with other conferences. Another is the preparation through a publication on public relations for professionals, similar to several I have with me here, which you can examine---that serve other fields effectively. It could probably be financed, produced and distributed by one of the professional or lay organizations concerned with the education of handicapped children. During these meetings I have been trying to understand, evaluate and identify your problems in this field, and I would welcome an expression of your views. In conclusion, I would like to refer to a slogan used by a college in New Jersey, that offers this slogan on its letterhead. "Who Dares to Teach Must Never Cease to Learn." I would like to add this challenge to supplement this concept. "When do you Stop Leaning and Start Leading with New Communication Skills."

James J. Gallagher

That was a brief taste of each of these gentlemen's specialties. They can go on at much greater length privately and are perfectly willing to do so. If you have any interest or questions you want to ask them, they will be available during the next two days to answer them for you.

SUMMARY OF PROBLEMS AND SOLUTIONS

The varied professional interests and geographic areas represented by the participants in the six discussion groups contributed to the excellent flow of suggested problems and solutions.

During the first day of discussion the groups suggested twenty-one problems which seem to hinder the development of the needed educational programs and services for the handicapped. During the second day of discussion each group selected five problems from the list of twenty-one to which priority would be given for proposed solutions.

In reviewing the minutes of the recorders the editors identified eight problems which had been given high priority in all or most of the six groups. These were: communication, pre-school services, pre-service preparation of personnel, in-service programs, recruitment of personnel, evaluation, research, and diagnosis and identification. In addition there were four problems which were reviewed by only two or three of the groups. These four problems given less emphasis were: educational objectives, physical facilities, continuity of services and culturally disadvantaged children.

On the following pages a summary of the relevant factors and proposed solutions to the twelve problems are reported.

1. COMMUNICATION

In each of the six groups the problem of communication was emphasized. Communication was considered to be the key to the development of adequate educational programs and services for the handicapped.

Relevant Factors

- Need for inter- and intra- disciplinary communication to assure understanding and cooperation.
- Need to break down the isolation that exists in special education.
- Need to provide administrators with a better understanding of special education.
- Need to enhance the relationship between teachers and others working with exceptional children and youth.
- Need for improved communication and planning between state, local and Federal departments of special education and general education.
- Need for improved communication between the schools and universities and colleges.
- Need for improved communication with BEH as it relates to Federal funding.
- Need for the development of a common language, comprehensible to educators and the allied professions.
- Need for continuous interpretation of special education to local school boards for better communication between school and community.
- Need for centrally located information regarding resources, facilities and needs for the handicapped.

Proposed Solutions

- Organize more frequent conferences at the local, state and Federal levels to include representatives from all agencies interested in handicapped children and youth.
- Utilize more effectively mass media to inform public about special education.
- Include in teacher training programs a working knowledge of interdisciplinary or allied services which maximize services to handicapped

children and youth.

- Expand the Public Relations Division within the BEH with special emphasis on mass media techniques and consultation service to state and local levels.

- Improve communication between BEH and universities in reference to guidelines for preparing proposals and reporting on outcomes of proposals submitted and not funded.

- Provide stimulation grants for Public Relations training at the professional training institutions.

- Define roles and responsibilities of each position within the local educational structure to prevent administrative conflicts.

- Develop a commonality of language between various disciplines concerned with the handicapped.

- Develop tele-communication network between agencies to obtain information quickly.

- Increase the use of trained public relations personnel at all levels.

2. PRE-SCHOOL SERVICES

The importance of providing pre-school services for handicapped children was noted by five of the six groups. It was generally agreed that such services should start early in the child's life. It was pointed out that there was a need for clinical services to identify children at an early age and that this could best be accomplished through a multi-disciplinary team approach. It was noted that legal restrictions in some states and local communities prohibit schools from providing services to pre-school aged handicapped boys and girls.

Relevant Factors

- Need to eliminate legal restrictions on age for eligibility of school services and programs.

- Need for more comprehensive diagnostic clinics for pre-school children.

- Need for medical, psychological, social and educational team work in the diagnosis and early planning.

- Need for appropriate models to give guidance to educators in designing programs and services.

- Need for more and better training programs for professional and para-professional personnel to work with young children.

- Need to share responsibilities by family, community and schools.

- Need for more funds for pre-school services.

Proposed Solutions

- Promote legislation to permit pre-school programs in the schools.

- Establish more day care programs with parent involvement.

- Seek funds from federal, state and local sources for financing programs.

- Establish multi-disciplinary clinics in local communities for early identification, diagnosis and educational planning.

- Design programs for preparation of professional and para-professional personnel to work with pre-school handicapped children.

- Conduct comprehensive research in area of pre-school education.

3. PRE-SERVICE PREPARATION OF PERSONNEL

The problem of adequate pre-service education of teachers, clinicians, and leadership personnel requires immediate attention. The participants reported the great need to improve the curriculum in teacher training institutions; to review the present certification requirements nationally; to design programs to prepare para-professionals and also personnel who will be working with pre-school handicapped children.

The solutions proposed by the six groups covered a wide range. One group recommended that methods courses in colleges and universities be taught by persons with a broad experience in teaching children. The development of master teachers who would help to train new teachers was recommended by another group.

Relevant Factors

- Need to establish criteria for selection of personnel to be prepared in special education.

- Need to improve, coordinate and articulate teacher training programs at undergraduate and graduate levels.

- Need to re-evaluate certification requirements.

- Need to prepare para-professional personnel.

- Need to train teachers in the use of para-professional personnel.

- Need for orientation of regular teachers to special education during their college training period.

- Need to prepare specialists such as psycho-educational teachers.

- Need to prepare,with an education orientation, psychologists and other professional personnel who will be working with handicapped children and youth.

Proposed Solutions

- Develop different types of teacher preparation programs in various institutions.

- Provide more individualized instruction to special education teachers at the University level with emphasis on the development of behavioral skills.

- Have smaller classes with perhaps eight students per faculty member to permit more student interaction with faculty.

- Require at least one course in the survey of special education of all education students.

- Include more liberal arts courses in teacher training.

- Develop a task analysis to determine the most advantageous use of special education teacher competencies.

- Design practicums to permit student teachers to participate in in-service programs in local systems.

- Employ personnel with teaching experience to teach methods courses.

- Design teacher training programs with participation by local schools.

- Establish fifth year programs with teacher-internship experiences.

- Include observation, participation, and student teaching in inner-city schools.

- Make available more fellowship grants for teacher training.

4. IN-SERVICE PROGRAMS

There was concern expressed by the participants that the lack of well-planned programs of in-service education prevented the continuous professional growth of special education personnel. A well-planned program is essential to insure improved and extended competencies in accordance with new knowledges developed in the field of special education. In-service programs need to be interdisciplinary in nature with emphasis on awareness of the community and its cultural background.

There were varied solutions proposed by the six groups. Each group emphasized the importance of a well-planned program with teacher participation in the planning. The utilization of master teachers for demonstration, the leadership of a well-qualified supervisor, the cooperation of University personnel, and the role of the parent were proposed solutions.

Relevant Factors

- Need for in-service programs for teachers to help them understand the community and its influences on education of handicapped children.
- Need for professional challenge and leadership in special education.
- Need for continuous in-service training in curriculum, methodology and educational media.
- Need for multi-disciplinary participation in in-service training program.
- Need for participation by the university in the in-service training program.

Proposed Solutions

- Provide released time or pay teachers to participate in the in-service program.
- Increase teacher involvement in the development of the in-service program.
- Utilize the in-service program to develop a differentiated curriculum.
- Involve experts in field of new educational media and methodology for demonstrations and consultation.
- Provide services of a mobile unit with instructional materials and equipment to rural areas.

- Expand programs for Educational Services Centers provided through Title III.

- Expand leadership services at state level.

5. RECRUITMENT OF PERSONNEL

With expanded legislation in many states, the demand for personnel exceeds the supply. There is a critical shortage of special education teachers and also leadership personnel. The six groups recognized the importance of a continuous and broad program of recruitment.

Relevant Factors

- Need for selective recruitment.

- Need for recruitment from many sources.

- Need for a planned program of recruitment at all levels.

- Need to establish appropriate criteria for selection of personnel to work with exceptional children.

Proposed Solutions

- Begin recruitment with high school students through Future Teachers Clubs, Career Conferences, and Guidance Programs.

- Develop programs for high school students to observe and serve as aides in elementary special education classes.

- Offer incentives for training to teachers of regular classes.

- Establish, at colleges and universities, standards for financial support of training special education personnel.

- Recruit former teachers not presently teaching or early retirees from related fields.

- Utilize various public media for recruitment.

6. EVALUATION

Evaluation of teacher training programs was an area of great concern expressed by the participants. There seems to be a lag in evaluative procedures which could be strengthened by the efforts of BEH, especially as it relates to Federal funding. The groups seemed to recognize the lack of effective tools for evaluation but indicated that steps could be taken to aid in the process of evaluation.

Relevant Factors

- Need for evaluation of training programs at university and college level.
- Need for evaluation of in-service programs in light of educational goals.
- Need to evaluate curriculum, methodology and media in accordance with available knowledge.

Proposed Solutions

- Evaluation by BEH of all colleges and universities receiving funds for teacher training and withhold funds if programs are inadequate.
- Follow-up guidance of beginning teachers by teacher training institution.
- Evaluation of the curriculum as it relates to educational objectives at local levels.

7. RESEARCH

A number of participants noted the volume of research in special education and generally applauded the efforts. Many expressed the need for translating research findings into practical application. They generally urged increased funds for research, particularly of an applied nature. It was proposed that more research be conducted with disadvantaged children since many handicapped boys and girls reside in the inner city.

Relevant Factors

- Need for research to be more instructionally oriented.
- Need for research in areas of learning needs and abilities of handicapped pupils.
- Need for research to determine effectiveness in some of the newer education practices such as programmed instruction.
- Need to provide assistance for teachers in applying research findings in their classrooms.

- Need for more research with disadvantaged children residing in the inner city.

- Need to conduct more research to determine improved criteria for evaluation of special education programs and the teaching process.

Proposed Solutions

- Recruit and provide training for more special education researchers. Experience in special education teaching would be helpful.

- Prepare researchers to translate findings into meaningful terms for the teacher.

- Develop a master plan for research in special education to avoid the "hit or miss" diffusion of research efforts.

- Provide leadership and funds through BEH to promote better research staff at the state and local levels.

- Computerize research findings so that they would be more readily available.

- Provide more consultation by BEH research staff to assist in designing proposals for Federal funds.

8. DIAGNOSIS AND IDENTIFICATION

The subject of diagnosis and identification was not one of the major problems discussed but was of great concern to some groups and is therefore presented in this summary. The groups placed emphasis on the change from categorical approach to consideration of educational deficiencies and residual abilities.

Relevant Factors

- Need for early identification of exceptional children to permit special education placement as soon as possible.

- Need for team approach in the diagnostic process.

- Need for continuing re-evaluation of exceptional children to provide for best educational planning.

- Need for improved standardized and validated diagnostic instruments.

- Need for centralized services with continued evaluation and educational follow-up.

- Need for accurate statistical data regarding incidence and prevalence.

Proposed Solutions

- Develop a mobile diagnostic team for sparsely settled areas.

- Provide a centralized diagnostic center to include all disciplines in a community, county or region.

- Replace the categorical approach for consideration of educational needs.

- Provide in teacher training institutions, instruction in psycho-education diagnosis to special education teachers to permit them to assist in the diagnostic process.

9. EDUCATIONAL OBJECTIVES

Several groups reported that there was a need to establish improved educational objectives for program planning for handicapped children. It was the feeling of some that present objectives were not realistic for some groups of children. Attention was called particularly to the mentally retarded boys and girls residing in the inner city.

Relevant Factors

- Need to establish sound objectives in all aspects of programming for the handicapped.

- Need to review objectives periodically and to evaluate them in terms of their relationship to the needs of the handicapped.

- Need to design educational goals that are comprehensive in nature.

- Need to prepare objectives that can be justified on a cost effectiveness basis.

- Need to include data collection, feed back, and evaluation in the objective planning process.

Proposed Solutions

- Establish a Federal Advisory Board to provide guidelines for the development of appropriate objectives.

10. PHYSICAL FACILITIES

Although there were only two groups which reported the problem of physical facilities, great concern was expressed that expanded or extended programs could not be developed when physical facilities were inadequate or not available for special education programs and services.

Relevant Factors

- Need for funds for building construction and repair to provide adequate facilities for special education.

- Need to assign appropriate, available facilities to special education programs.

Proposed Solutions

- Provide, from BEH leadership, development of architectural standards for special education facilities.

- Provide greater and more effective utilization of existing buildings.

- Encourage state and local governments to enact legislation to finance facilities through taxes.

- Prepare cost analysis and follow-up of special education programs so that benefits of such programs can be presented to Board of Education and tax payers.

11. CONTINUITY OF SERVICES

Several of the groups emphasized the need for total planning for handicapped children. A comprehensive plan of services should be organized for these children from their earliest years through post-school adjustment. The plan should be developed cooperatively with community agencies which provide educationally related services.

Relevant Factors

- Need for comprehensive and cooperative planning for handicapped children by school and community agencies.

Proposed Solutions

- Develop a directory of community resources available for handicapped children. The directory should describe the services of each agency.

- Designate one community agency to assume responsibility for coordination of all services for the handicapped.

- Develop the unavailable services and programs required for total birth-to-death services for the handicapped.

- Give consideration to the development of larger geographic areas in providing programs and services to handicapped children.

12. CULTURALLY DISADVANTAGED CHILDREN

The problem of the responsibility for the education of the culturally disadvantaged child was discussed in two groups. The groups also were concerned with the early training of these children and the type of educational program that should be provided for them.

Relevant Factors

- Need to determine whether special educators should be responsible for education of culturally disadvantaged children.

- Need for leadership personnel in special education to assume responsibility in developing programs for the culturally disadvantaged.

- Need cooperative planning between special education and general education.

- Need to provide educational programs and services at pre-school level.

- Need to train teachers in this field of education.

- Need to utilize community resources.

Proposed Solutions

- Utilize expertise of special educators in helping disadvantaged children with learning problems by serving as consultants to teachers.

- Assume responsibility in developing educational programs for disadvantaged children through special education leadership personnel.

- Include community agency personnel in educational planning for disadvantaged children.

There were several ideas that were expressed by the groups that did not fall within the twelve headings listed above. Included in this list were: (a) the need to develop educational programs for handicapped children which would permit them to share learning experiences with the non-handicapped to a greater degree, (b) the need to develop programs on the basis of the educational needs of children rather than the present categorical labels, (c) the need to utilize community resources in the educational programs for the handicapped, and (d) the need to develop better teaching techniques in individualized instruction and better utilization of new educational media.

APPENDIX I

ROSTER OF CONFERENCE PARTICIPANTS

Delaware

Donald W. Atkinson	Elementary Principal North Laurel School Laurel, Delaware
Albert E. Conway	Director of Psychological Services Mt. Pleasant School District Wilmington, Delaware
Richard B. French	Assistant Supervisor of Speech, Hearing and Physically Handicapped State Deparment of Public Instruction Dover, Delaware
Georgia Lightfoot	State Supervisor of Special Classes State Board of Education Dover, Delaware

Maryland

R. L. Clemmens	Director - Central Evaluation Center for Children University of Maryland Baltimore, Maryland
Jerome Davis	Director, Special Education Board of Education Towson, Maryland
Jean Hebeler	Head, Special Education Department University of Maryland College Park, Maryland
Merl D. Myers	Assistant Director Vocational Rehabilitation State Department of Education Baltimore, Maryland
C. Elizabeth Rieg	Coordinating Supervisor of Special Education Board of Education, Prince George County Upper Marlboro, Maryland

Frederick H. Sheeley	Supervisor of Special Education State Department of Education Baltimore, Maryland
Betty H. Simms	Associate Professor University of Maryland College Park, Maryland

New Jersey

Willie Kate Baldwin	Professor of Education Glassboro State College Glassboro, New Jersey
Elizabeth Boggs	Chairman of Governmental Affairs National Association for Retarded Children Upper Montclair, New Jersey
Richard B. Byham	Supervisor of School Psychology State Department of Education Mount Holly, New Jersey
Joseph F. Cappello	Assistant, Office of Special Education Department of Education Trenton, New Jersey
Charles M. Jocheru	Superintendent Marie H. Katzenbach School for Deaf West Trention, New Jersey
Vahram Kashmanian	Director of Educational Services State Commission for the Blind Newark, New Jersey
Boyd E. Nelson	Director of Special Education State Department of Education Trenton, New Jersey
David Rosen	Superintendent Woodbridge State School Woodbridge, New Jersey

Edward G. Scagliotto	Director The Midland School North Branch, New Jersey
Chester M. Whittaker	Assistant Office of Special Education Trenton, New Jersey

Pennsylvania

Bernice B. Baumgartner	Director of Education Department of Public Welfare Office of Mental Retardation Harrisburg, Pennsylvania
Margaret Bott	Associate Professor Special Education and Rehabilitation University of Pittsburgh Pittsburgh, Pennsylvania
Sam B. Craig	Superintendent Western Pennsylvania School for Deaf Pittsburgh, Pennsylvania
Nona Burrows	Research Assistant Special Education and Rehabilitation University of Pittsburgh Pittsburgh, Pennsylvania
Alice H. Davis	Supervisor of Special Education Indiana County Schools Indiana, Pennsylvania
Walter A. Fabian, Jr.	Supervisor of Special Education Allegheny County Schools Pittsburgh, Pennsylvania
Oliver W. Helmrich	Associate Professor of Educational Psychology Indiana University Indiana, Pennsylvania
Alton Kloss	Superintendent, Western Pennsylvania School for Blind Children Pittsburgh, Pennsylvania

Margaret Lefevre	Coordinator of Speech and Hearing Services Bloomsburg, Pennsylvania
Lionel P. Levreault	Bureau of Vocational Rehabilitation Harrisburg, Pennsylvania
Elinor H. Long	Acting Director, Bureau of Special Education Department of Public Instruction Harrisburg, Pennsylvania
William H. Mackaness	Director of Special Education Pittsburgh Public Schools Pittsburgh, Pennsylvania
Jack Mathews	Professor and Chairman Speech Department University of Pittsburgh Pittsburgh, Pennsylvania
Harold D. McCoy	Supervisor of Special Education Franklin County Schools Chambersburg, Pennsylvania
Jerry G. Miller	Director of Special Education School District of Philadelphia Philadelphia, Pennsylvania
June Mullins	Instructor and Coordinator Program of the Physically Handicapped Special Education and Rehabilitation University of Pittsburgh Pittsburgh, Pennsylvania
Ralph Peabody	Coordinator, Division of Visually Handicapped Special Education and Rehabilitation University of Pittsburgh Pittsburgh, Pennsylvania
Kenneth F. Rhodes	Psychologist Special Education Coordinator Altoona Area School District Altoona, Pennsylvania

Jack Sabloff	Director, Maternal and Child Health Pennsylvania Department of Welfare Harrisburg, Pennsylvania
Sally V. Searight	Supervisor of Physically Handicapped and Trainable Children Department of Public Instruction Harrisburg, Pennsylvania
George H. Shames	Professor and Director of Training Program in Speech Pathology University of Pittsburgh Pittsburgh, Pennsylvania
Robert M. Smith	Associate Professor of Special Education Pennsylvania State University University Park, Pennsylvania
Anna May Todd	Director of Special Services Bethlehem Area School District Bethlehem, Pennsylvania
Kenneth G. Vayda	Director of Special Education Clarion State College Clarion, Pennsylvania
Anita Veith	President, Pennsylvania Federation C.E.C. Erie City Schools Erie, Pennsylvania
Harry S. Wilkinson	Assistant to President The Woods Schools Langhorne, Pennsylvania

Virginia

Lucile Anderson	Coordinator of Research Virginia Treatment Center for Children Richmond, Virginia
Lois Brown	Coordinator of Special Education Prince William County Schools Manassas, Virginia

Leonard Curtis	Associate Professor University of Virginia Charlottesville, Virginia
Maurice H. Fisher	Coordinator of Special Education Virginia State College Norfolk, Virginia
Margaret B. Faulk	Assistant Supervisor, Special Education Fairfax County Schools Fairfax, Virginia
John F. Guidt, Jr.	Director D.A.C. Center for Learning Portsmouth City Schools Portsmouth, Virginia
Christine Henss	Educational Consultant Virginia Commision for Visually Handicapped Richmond, Virginia
Margaret W. Hudson	Supervisor of Special Education Richmond Public Schools Richmond, Virginia
James T. Micklem	Supervisor of Special Education State Depatment of Education Richmond, Virginia
F. Douglas Prillaman	Supervisor, Special Education Arlington County Schools Arlington, Virginia
R. Everette Roebuck	Supervisor, Special Education Roanoke City Public Schools Roanoke, Virginia
Esther Shevick	Assistant Supervisor Special Education Service State Department of Education Richmond, Virginia
Howard L. Sparks	Head, Department of Special Education Richmond Professional Institute Richmond, Virginia

Elinor C. Spital	Coordinator, Special Education Henrico County Schools Richmond, Virginia
A. M. Stenzel	Director, Special Education Norfolk City Schools Norfolk, Virginia

West Virginia

Wilhelmina Ashworth	Coordinator of Special Education Fayette County Board of Education Fayettesville, West Virginia
Allen Blumberg	Associate Professor of Education West Virginia University Nitro, West Virginia
Dale A. Fehl	Administrator - Title VI Division of Special Education State Department of Education Charleston, West Virginia
Lee Roy Hamilton	Program Supervisor Cabell County School Program Huntington, West Virginia
Offa Lou Jenkins	Director, Special Education Marshall University Huntington, West Virginia
George Lancianese	Supervisor, Special Education Colin Anderson Center St. Marys, West Virginia
Russell McQuain	Specialist - Mental Retardation Program West Virginia Commission on Mental Retardation Charleston, West Virginia
Robert H. Neff	Coordinator, Special Education Program West Virginia University Morgantown, West Virginia

E. E. Shipman	Superintendent School for the Deaf and Blind Romney, West Virginia
Betty P. Swann	Supervisor of Special Education Cabell County Board of Education Huntington, West Virginia
Orpha N. Voorhees	Coordinator of Special Education Kanawha County Schools Charleston, West Virginia

BUREAU OF EDUCATION FOR THE HANDICAPPED
U. S. OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

1. Dr. James J. Gallagher
   Associate U. S. Commissioner of Education
   Bureau of Education for the Handicapped

2. William Cash
   Office of Planning and Evaluation

3. Gilbert Delgado
   Educational Services

4. Leonard Lucito
   Director - Division of Training Programs

5. Michael Marge
   Director - Planning and Evaluation Staff

6. Edwin W. Martin, Jr.
   Deputy Associate U. S. Commissioner of Education
   Bureau of Education for the Handicapped

7. James J. Moss
   Director - Division of Research

8. George M. Olshin
   Chief - Research Laboratories and Demonstration Branch

9. Lee Ross
   Director - Information and Reports Staff

10. R. Paul Thompson
    Educational Services

11. James R. Tompkins
    Coordinator - Severely Emotionally Disturbed Unit
    Division of Training Program

12. Bertram Weiner
    Executive Officer

13. Frank B. Withrow
    Director - Division of Education Services

APPENDIX II

Pittsburgh Post-Gazette
June 17, 1968

Education Specialists Meet Here

Group to Discuss Better Program For Handicapped

Specialists in various aspects of special education for handicapped children from six states will gather today at a two day conference here to present their problems.

Mr. Gallagher

Dr. James J. Gallagher, associate commissioner for the Bureau of Education for the Handicapped of the Department of Health, Education, and Welfare, has conducted six similar meetings in San Francisco, Birmingham, Chicago, New York, Denver, and Minneapolis. The meetings here will be held in Webster Hall Hotel.

He plans to collate the results of the seven conferences and will issue a report early next fall.

In it will be incorporated a report on the Pittsburgh meeting which will be prepared by Dr. Paul H. Voelker of the University of Pittsburgh. Dr. Voelker is chairman of the education and rehabilitation program.

"We're looking for an area of cooperation between the federal and state agencies," Dr. Gallagher said. "We want to see what people believe are their major problems and what solutions can be developed."

The seven regional meetings were designed to outline those things which need to be done in the field of special education. They also will try to seek out the barriers or obstacles which stand in the way of those things which need to be done.

The second day of the meeting will be devoted to establishing the priorities for the things which need doing and suggestions for how they should be done.

Pittsburgh Press - June 21, 1968

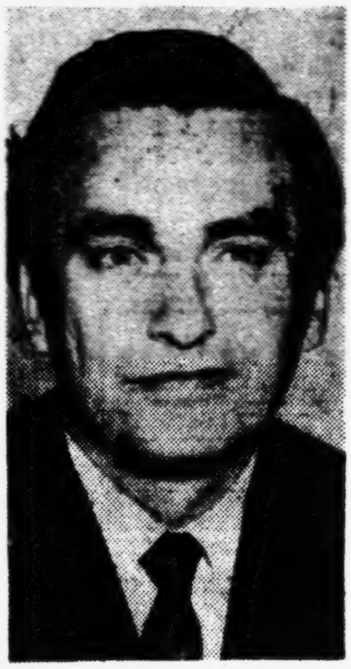
At Parley Here

Teacher Need In Handicapped Field Cited

By GEORGE THOMAS

The nation must train four times as many special educators to meet the needs of the one in 10 schoolchildren who are "significantly" handicapped, a Pittsburgh-born national leader in this field urged here.

Dr. James J. Gallagher, Associate Commissioner, Bureau of Education for the Handicapped, said 300,000 such teachers are needed to educate 5,000,000 handcapped in eight categories.



DR. JAMES GALLAGHER
300,000 teachers needed.

Dr. Gallagher, who describes his relatively new agency as a "junior partner" in the special education field, addressed a six-state regional conference on education here.

The two-day meeting, ending today at the Hotel Webster Hall, was hosted by the University of Pittsburgh's Dept. of Special Education and Rehabilitation — one of the nation's 10 largest in its field.

Dr. Gallagher, said his agency's $80 million-a-year budget represents only about five per cent of the amount being spent on special education at the state and local levels.

He urged "creative partnership" at all levels to avoid wasteful duplication of services.

Dr. Gallagher, a 1948 Pitt graduate with a Pennsylvania State University doctorate in education — and son of the recently retired Anna Mae Gallagher, long-time teacher of retarded children — explained that his agency covers eight categories of handicapped.

These are the retarded, deaf and hard of hearing, speech-impaired, visually handicapped, seriously emotionally disturbed, crippled or others who require special education."

In the last category, he said, are the more serious cases in the vast, ill-defined and relatively recently recognized group called "children with special learning disabilities."

These include, he explained, children with "disorders of listening, thinking, talking, reading, writing, spelling or arithmetic."

They are otherwise normal children, Dr. Gallagher said, with "very distinct imbalances" in learning ability usually associated with some kind of damage to certain areas of the brain or nervous system.

Dr. Paul H. Voelker, chairman of Pitt's program, said it is now training 125 full-time and 150 part-time graduate students, the latter largely teachers and rehabilitation counselors.

About to begin its 10th year, the program has a full-time faculty of 15.

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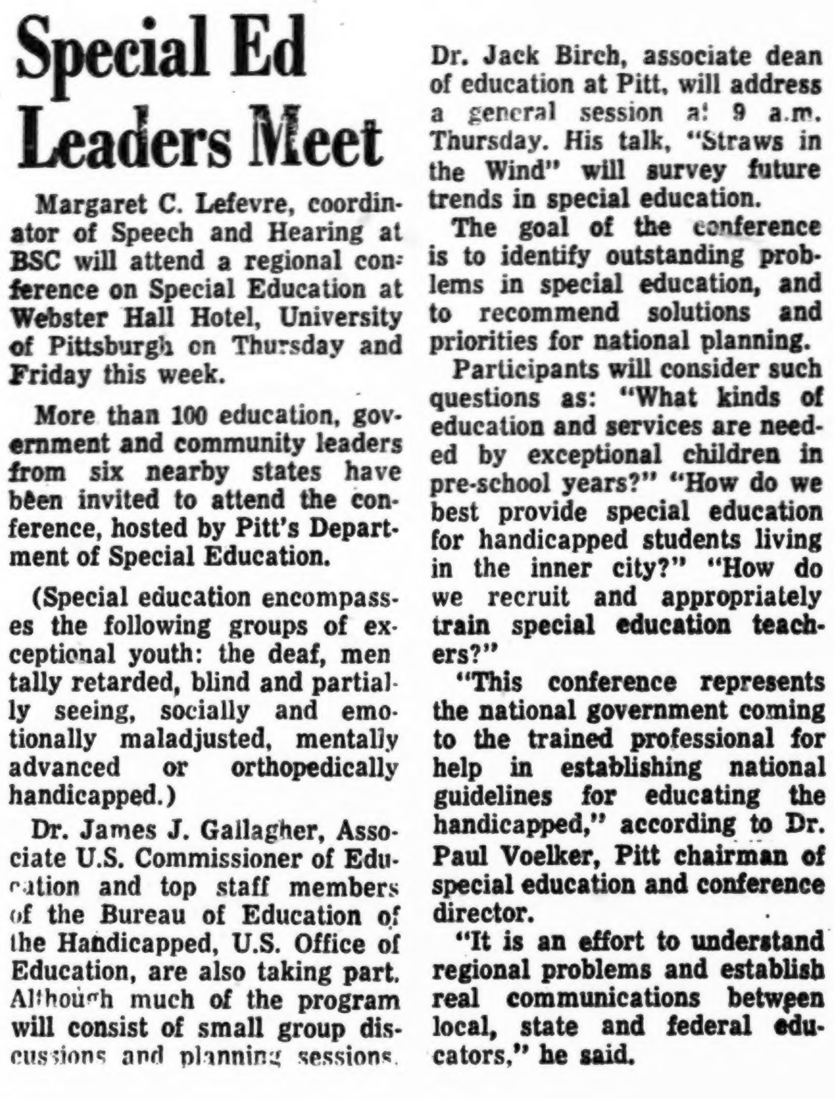

Special Ed Leaders Meet

Margaret C. Lefevre, coordinator of Speech and Hearing at BSC will attend a regional conference on Special Education at Webster Hall Hotel, University of Pittsburgh on Thursday and Friday this week.

More than 100 education, government and community leaders from six nearby states have been invited to attend the conference, hosted by Pitt's Department of Special Education.

(Special education encompasses the following groups of exceptional youth: the deaf, mentally retarded, blind and partially seeing, socially and emotionally maladjusted, mentally advanced or orthopedically handicapped.)

Dr. James J. Gallagher, Associate U.S. Commissioner of Education and top staff members of the Bureau of Education of the Handicapped, U.S. Office of Education, are also taking part. Although much of the program will consist of small group discussions and planning sessions, Dr. Jack Birch, associate dean of education at Pitt, will address a general session at 9 a.m. Thursday. His talk, "Straws in the Wind" will survey future trends in special education.

The goal of the conference is to identify outstanding problems in special education, and to recommend solutions and priorities for national planning.

Participants will consider such questions as: "What kinds of education and services are needed by exceptional children in pre-school years?" "How do we best provide special education for handicapped students living in the inner city?" "How do we recruit and appropriately train special education teachers?"

"This conference represents the national government coming to the trained professional for help in establishing national guidelines for educating the handicapped," according to Dr. Paul Voelker, Pitt chairman of special education and conference director.

"It is an effort to understand regional problems and establish real communications between local, state and federal educators," he said.